TO CUSTOMIZED

LITERACY TRAINING

THE FUNCTIONAL LEARNING PROCESS (FLP)

DESCRIPTION OF THE PROCESS, BEHAVIOURAL INDICATORS AND EXERCISES FOR DEVELOPING THE BASIC COMPETENCIES

FEBRUARY 2002

Québec

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Direction de la formation générale des adultes

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READING AND ASSIMILATING THE DOCUMENT

The process of reading and assimilating the document takes place **gradually**. Particularly important points are indicated by boldface type or by a shaded text.

First Mode: To feel (first reading of the document and initial reactions; the beginning of learning)

1.1 **Note concerning pages IX-XVIII**: The formulas presented under the term *Conditioning* may cause a negative emotional reaction. (See *Characteristics* in the first mode.) With a little openness and effort, however, these formulas can be assimilated.

1.2 Introduction

Second Mode: To explore (gathering all available information)

2.1 Section 1

2.2 Section 2: Points 2.1 to 2.9; text in boxes, including the notes on the transfer of learning at the end of the section

2.3 Section 2: The descriptive categories of each mode (characteristics, main problem, basic competencies, determining factor), behavioural indicators and exercises

2.4 Sections 3 and 4

2.5 Tables

2.6 Section 5: The functional identity test (protocol)

2.7 Section 8: Sources

Third Mode: To understand (verifying that they have understood and listing situations in which the learning will be used)

3.1 Section 6: Comprehension exercises

Fourth Mode: To act (applying what has been learned and thereby changing conditions in their personal and professional lives)

4.1 Appendix: Carrying out learning activities according to the Functional Learning Process [Using the Functional Learning Process to teach the Functional Learning Process]

4.2 Section 7: Developing the competencies associated with the Functional Learning Process

FOREWORD

1. The distinctive feature of the Functional Learning Process consists in planning learning activities whereby learners practise and develop the 16 basic competencies.

2. Studying the learning process means attempting to understand how and why it is changing, so that one can make whatever changes are needed to make it more relevant to learners and to promote their autonomy. (See *behaviour* in **Definitions** and Section 1.9.)

3. It is vital to remember that the Functional Learning Process influences the entire range and depth of learning experiences that an individual is likely to have. It may touch upon the person's way of learning the alphabet, the four operations in mathematics, the laws of nature, human behaviour and existence, and the assimilation of the process itself. Consequently, the approach proposed in this document may be adapted and used by anyone who perceives learning as a **process**, and as the basic variable in all change.

4. Following the Functional Learning Process means recognizing that the way people learn is as important as what they learn.

5. Day-to-day situations should be used as opportunities for learning. One of the best ways of doing this is to use the Functional Learning Process.

6. To teach the process is to learn how to learn.
   To teach using the process is to help others to learn.
   Each case leads to the education of the person.

7. The Functional Learning Process describes the framework in which the uniqueness of both the teacher and learner emerges. The process is distinguished by its simplicity and elegance. It attempts to simplify a complex reality in order to make it more readily understandable.

8. The Functional Learning Process is inseparable from the environment in which it takes place. It results from the interaction between individuals and their social and private environments.
   The individual constitutes an environment unto himself or herself. (See *environment* in **Definitions**.)

9. Probably the most worthwhile thing one can do when helping people to learn is **teach them how to learn**, in other words, empower them.

   Learning how to learn involves paying close attention to one's own personal way of learning "one's learning strategies" as well as to the factors that influence them. It is therefore a matter of knowing, using and improving one's own way of learning, one's own learning process.

   However, one cannot adequately know, use and improve on one's own learning process without taking into account the mechanisms by which it was learned, that is, the respondent and operating conditioning involved. (See *conditioning* in **Definitions.**)

   Finally, a systematic approach is required when taking account of learning mechanisms.

10. Following the Functional Learning Process requires a specific attitude and a basic concern: one must be forever vigilant and never satisfied with simply transmitting facts or ideology. One must also strive to empower others so that they can achieve their goals and resolve the problems in their everyday lives - in other words, so that they can react to situations arising within their environment, explore these situations, understand them in light of their needs and, if they so desire, transform them as they see fit.

DEFINITIONS

Process

An evolution, an active phenomenon.
A course or series of actions or their method. The Penguin Canadian Dictionary.
Literacy learner: "It's a path you take; you follow it and get where you're going."
Engineer: "The Functional Learning Process is based on the natural sequence of a job well done."

Learning

Learning results from interaction between an organism and the environment. It is the acquisition of a new behaviour derived from experience or practice (and not from motivation or maturation).

For example, if I modify a behaviour to earn a better salary, the modification is due not to learning but to motivation. If my behaviour changes because I have evolved, the change is due not to learning but to maturation.

Functional

In this document, functional refers to the cause and effect relationship existing between a person's behaviour and his or her environment. Environment influences behaviour and vice versa. (See Section 1.9 and *environment* in **Definitions**.)

Functional Learning

Bearing the preceding definition in mind, functional learning may be defined as a **process** which occurs in the present, on the basis of present needs. Such a definition of learning makes it necessary for those who help others learn to take account, in a realistic and practical manner, of the individual's characteristics (prior learning, aptitudes, learning profile and learning style, stress level, and interaction with the environment).

Functional learning takes place when individuals, while remaining bound to their hereditary potential and basic principles of learning (respondent and operant conditioning), set out to learn something which has significance for them; adopt behaviour while hoping for reinforcement (are motivated); realize the consequences of their behaviour on themselves and their environment;

direct their own learning process according to their objectives (autonomy); interact with the environment according to four basic modes of learning: emotion, perception, cognition and action.

Functional Pleasure

Functional pleasure corresponds to what is felt after effective and satisfying behaviour. It draws attention to the ability to reinforce oneself. The experience of functional pleasure and effectiveness is especially significant in the fourth mode. For Garneau and Larivey (1983), individuals seek functional pleasure (satisfaction) more than self-esteem.

Andragogy

Science and practice of the support given when helping an adult learn.
From the Greek *androutai*: to grow, develop (the adult is a person who has developed); *agô*: to lead, guide. The adult educator guides the adult who is learning, who continues to develop. The approach used respects the differences between adults and children, so that andragogy replaces pedagogy. Adults have more metacognitive strategies which they have acquired throughout their development, which extends over a longer period than that of the child and the adolescent.
Note: Do not forget that, in the adult, there is a baby, a child and an adolescent who have grown up.

Stimulus: S

Any specific or global situation in the **private and social environment** (see *environment* in **Definitions**) which is likely to have an effect on the organism. The stimulus is an enticement when it leads to satisfaction, and a deterrent when it leads to dissatisfaction. The **unconditioned stimulus**, which is biologically determined, may be distinguished from the **conditioned stimulus,** which prompts a conditioned response.

Example of an unconditioned stimulus: A perceived threat (stimulus) provokes aggressiveness or anxiety (response).
Example of a conditioned stimulus: A learning situation (stimulus) associated with threats (unconditioned stimulus) ends up producing a response of aggressiveness or anxiety. A learning situation, a neutral stimulus at the outset, has become a conditioned stimulus because it is associated with another stimulus that has imparted its power to provoke a specific response.

Other examples of stimuli: the school (global stimulus), the teacher, a book, a pencil, a sheet of paper, a blackboard, a group, an elevator, a bridge, the word *dictation*, and the word *behaviourism*.

Response: R

A response is the **behaviour** provoked by a stimulus. The response is unconditioned when it is prompted by an unconditioned stimulus, and conditioned when it is prompted by a conditioned stimulus.

Example: I am aggressive or anxious (response) when confronted with new learning situations (stimuli) because in the past my learning experience has been threatening.

Behaviour: B

Any observable or measurable movement, activity or demonstration by an organism. Behaviour is respondent (anxiety) when it is provoked by the environment (learning situation) or operant (making an effort to learn) when it is initiated to change the environment (getting a job).

Behaviour may be adaptive, maladaptive or deficient (non-existent). Behaviour is adaptive or maladaptive depending on whether there is a balance or an imbalance between it and the environment.

Example of maladaptive behaviour: I undertake studies for which I am not qualified. The demands of the environment exceed my abilities. There is an imbalance and therefore maladjustment.

Environment: E

Surroundings or habitat, especially as affecting the development of an individual or community (Penguin).
This document refers to two types of environments: the **social** (external) **environment**, which is made up of the social dimension of individuals, ideas, things and events, and the **private** (internal) **environment,** which is made up of the individual's biological potential, along with his or her sensations, emotions, perceptions, cognitions (thoughts, images) and actions.

Conditioning

Conditioning refers to a change in behaviour after exposure to specific environmental conditions. There are two types of conditioning: respondent conditioning and operant conditioning. These types of conditioning are inseparable, as can be seen from the following examples.

Respondent conditioning produces respondent **behaviour** (an effect) which is a reaction or response (R) to a prior stimulus (S).

Example of respondent conditioning [S^2 - (S^1) $\rightarrow$ R^+ or R^-]: I respond (react) positively (R^+) or negatively (R^-) to a learning situation (S^2: a dictation, for example) because, in the past, my learning experience has been associated with either praise or reproaches (S^1).
In the preceding example, we notice the following:

- To start with, an initial stimulus (S^1: praise or reproaches) provokes a positive or negative (R^+ or R^-) response (reaction).
- Then, a second stimulus (S^2: the learning situation) associated with praise or reproaches provokes a positive or negative (R^+ or R^-) response (reaction).

Operant conditioning produces operant **behaviour** (a cause) which is an action or response (R) designed to avoid or produce an ensuing stimulus (S).

Example of operant behaviour ($R \rightarrow Sr^{\pm}$ or $Sp^{\pm}$): I like or do not like doing a dictation (R) because I know that this behaviour leads to positive or negative reinforcement ($Sr^{\pm}$), or positive or negative punishment ($SP^{\pm}$). (See *reinforcement* and *punishment* in **Definitions**.)

Reinforcement

Reinforcement is always an operation that causes a behaviour to increase. In **respondent conditioning**, reinforcing a behaviour consists in following a conditioned stimulus with an unconditioned stimulus, in continually associating the conditioned stimulus with the unconditioned stimulus.

Example: Aggressive or anxious behaviour (R^-) concerning a learning situation (S^2) is reinforced if the learning situation continues to be associated with the threat (S^1).

In **operant conditioning,** reinforcing behaviour consists in following it up with something satisfactory. Reinforcement may be positive or negative.

Example of positive reinforcement: Praising someone who is making an effort to learn.
Example of negative reinforcement: Ceasing to reproach someone who is making an effort to learn.

Note: When one ceases to reinforce a behaviour, it may temporarily increase before gradually disappearing. Ceasing to reinforce a behaviour can also produce aggressiveness.

Punishment

Punishment almost always leads to the reduction of a behaviour. Punishment may be positive or negative. Punishing a behaviour consists in following it up with something unsatisfactory.

Example of positive punishment: Reproaching someone who does not make an effort to learn.
Example of negative punishment: Not paying attention to someone who does not make an effort to learn.

Law of Cause and Effect

A behaviour that is followed by satisfaction (reinforcement) increases while a behaviour that is followed by dissatisfaction (punishment) decreases. A behaviour is repeated when it is reinforced by the environment. A behaviour will be decreased or gradually disappear when it is no longer reinforced or is punished by the environment.

Example: Praising or ridiculing someone who has just voiced an opinion has the effect of encouraging or discouraging the person to repeat the behaviour.

A PERSON WHO REINFORCES ANOTHER PERSON'S BEHAVIOUR IS REINFORCED BY THE BEHAVIOUR HE OR SHE REINFORCES.

Example: When I praise someone for having learned something, I am reinforced by this learning and my motivation to help the person is easily maintained. The opposite occurs if the person does not learn, in spite of my efforts to help.

Desensitization

Desensitization is a technique that helps reduce anxiety related to difficult situations, such as social and school-related phobias learned through conditioning.
For example, a dictation (difficult situation) can lead to anxiety. Because anxiety is a factor that may considerably hinder learning, it is important to keep it to a minimum. Desensitization -

whether systematic or gradual - is a simple, highly effective means which can be used in an educational context.

Example of desensitization (operational definition):

1. I help the person identify situations that cause anxiety and list them in order of increasing intensity.

2. I help the person to relax.

3. I desensitize by gradually exposing the person to situations identified as anxiety-producing. For example, if the person is afraid of dictations, desensitization could be carried out as follows:

   First session: I have the person sit down and I ask him or her to think about the word *dictation*. The mere mention of the word *dictation* causes the person to feel anxiety.
   I have the person relax until the mention of the word *dictation* no longer causes anxiety.

   Second session: I repeat what was done in the first session, and when the person no longer feels any anxiety upon hearing *dictation*, I continue, offering him or her a pencil and piece of paper. I have the person relax.

   Third session: I repeat what was done in the first two sessions. I continue, having the person write down a word. I have the person relax.

   Fourth session: I repeat what was done in the first three sessions. I continue, having the person write a sentence. I have the person relax.

   Fifth session: I repeat what was done in the first four sessions. I continue, having the person write a paragraph. I have the person relax.

   Sixth session: I repeat what was done in the first five sessions. I continue, having the person do a short dictation. I have the person relax.

   Seventh session: I repeat what was done in the first six sessions. I continue, having the person write a short group dictation. I have the person relax.

Note: Individuals may be empowered by teaching them how to desensitize themselves (Boisvert and Beaudry, 1979). The desensitization procedure must be repeated until the individuals have eliminated their fear. **Dissociating** the dictation from a threatening context and **associating** it with something comforting (e.g., relaxation in the presence of a reassuring person) changes the anxious behaviour.

BRIEF OUTLINE OF THE FUNCTIONAL LEARNING PROCESS

It is frequently observed that people experience learning problems because they do not have the basic competencies for learning. Indeed, these competencies are themselves the focus of learning. These basic competencies take the form of learning strategies.

The Functional Learning Process, which uses the basic modes of learning, helps learners develop learning strategies. It is therefore proposed as a model for teaching and learning.

The Functional Learning Process is learned through conditioning; how well it works depends on the extent to which the person's potential has been developed throughout his or her learning history. It may be restored through EDUCATION, which consists in teaching the process (learning how to learn) and the use of the process (helping others to learn). It corresponds to the spontaneous manner (whether appropriate or inappropriate) by which people learn, when they interact with the environment to meet their needs (achieving their goals and solving problems). It uses the four basic modes of interaction with the environment: distinct, successive, cumulative and concomitant.

The **first mode** is characterized by feeling and emphasis on the emotions. The main problem at this stage is avoidance. The first mode is described in relation to four basic competencies. The person must be able to: live in the present, be open to the learning experience, get involved on an emotional level and trust his or her intuition. The determining factor, or overriding competency, is MOTIVATION. In this mode, one determines what is to be learned and desensitizes anxious learners. (Being upset is an impediment to cognition.) Extroverts tend to prefer the first mode.

The **second mode** is characterized by exploration and by emphasis on perception. The main problem at this stage is repetition. The second mode may be described with respect to four basic competencies, namely, the ability to gather, select, organize and describe information. Its determining or overriding competency is ATTENTION. In this mode, one proceeds to active and passive exploration of the content to be assimilated. Introverts tend to favour the second mode.

The **third mode** is characterized by understanding and by emphasis on cognition. The main problem at this stage is rationalization. The third mode may be described with respect to four basic competencies, namely, the ability to use concepts, make judgments, reason and make decisions. Its determining or overriding competency is GENERALIZATION. This is the mode in which one verifies comprehension, in addition to listing and planning situations in which learning will be applied in daily life. Introverts tend to favour the third mode.

The **fourth mode** is characterized by doing, by an emphasis on actions. The main problem at this stage is compensation. The fourth mode may be described with respect to four basic competencies, namely, the ability to take risks, show initiative, assume responsibility and evaluate one's effectiveness and degree of satisfaction. Its determining or overriding competency is APPLICATION. In this mode, what was planned in the third mode is carried out and evaluated. Without the fourth mode, which consists of the transfer of learning, the person's living conditions remain unchanged. Extroverts tend to favour the fourth mode.

THE FUNCTIONAL LEARNING PROCESS

First Learning Mode	Second Learning Mode	Third Learning Mode	Fourth Learning Mode
CHARACTERISTICS			
Emotions: Feeling Extroversion	Perception: Exploring Introversion	Cognition: Understanding Introversion	Actions: Doing Extroversion
MAIN PROBLEM			
Avoidance	Repetition	Rationalization	Compensation
BASIC COMPETENCIES			
1. Living in the present 2. Being open 3. Becoming involved emotionally 4. Using intuition	5. Gathering information 6. Selecting information 7. Organizing information 8. Describing information	9. Using concepts 10. Making judgments 11. Reasoning 12. Making decisions	13. Taking risks 14. Showing initiative 15. Assuming responsibility 16. Evaluating effectiveness and satisfaction
DETERMINING FACTOR (OVERRIDING COMPETENCY)			
Motivation	Attention	Generalization	Application

Learning to read involves bringing verbal responses under the control of visual stimuli. For example, a person succeeds in reading silently or out loud the words *I am learning how to learn* (the verbal response) when his or her eyes perceive the words *I, am, learning, how, to* and *learn* (visual stimuli). The visual stimuli prompt a verbal response.

INTRODUCTION

This document was prepared to meet a widespread need. It presents the Functional Learning Process, as well as concrete means of making it effective and satisfactory for both the teacher and the learner. This aid has been prepared for teachers, as well for as anyone who is helping another person to learn.

That the learning process is fundamental to learning comes as no surprise, particularly when the learner has learning difficulties that stem from temporary or permanent problems. In literacy, learning problems are pervasive. They are related mainly to the fact that illiteracy, in addition to depriving one of the basic skills needed in order to function in daily life (skills such as reading, writing and calculating), also deprives one of the skills needed in order to acquire those basic skills. For example, a person who cannot read or write has very few learning strategies (gathering, selecting and organizing information, reasoning and evaluating), and these considerably slow down his or her learning of reading, writing and arithmetic.

The fact of not having acquired a sufficient number of learning experiences prevents people with a low level of literacy individuals from developing learning strategies. Negative learning experiences and people's vague sense of their own functional competencies also short-circuit the development of strategies. It is therefore essential to empower people with a low level of literacy, by helping them to develop learning strategies that increase their chances of acquiring the most basic competencies. Learning, which is an **unavoidable necessity**, can be brought about in two ways: by teaching the process of functional learning, which means "learning how to learn," and by teaching in accordance with the process of functional learning, which means "helping someone to learn." (See Tables 1 to 5.)

While the goal of education is obviously to give people learning strategies (including emotional and cognitive aspects), metastrategies are also called for. These involve knowledge of the way one functions in learning situations, and of factors in the **social and private environment** that determine the effectiveness and satisfaction of such learning. (See *environment* in **Definitions**.)

Before the ideas presented here can be put to practical use, an effort must be made to assimilate them in the fourth learning mode. They must first of all be "received," "explored" and "analysed" (first, second and third learning modes). Considering that the ideas in question are addressed to professionals in the field of education, we believe that the effort required (for

example, through individual reading or professional development sessions) is perfectly reasonable. In effect, it is a question of making an effort to learn. And isn't this just what we expect from those we work with?

This document, which includes theoretical and applied aspects of education, is divided into eight sections and an appendix containing the main concepts in the process of functional learning. While each section is important, the first and second sections play a determining role since they describe the process of functional learning.

Experimentation

An experiment was carried out on the use of exercises to develop competencies. The goal was to examine four variables: the procedure for choosing the exercises, the set-up of the environment in the workshop, the manner in which the exercises are carried out, and the results.

This experiment, which lasted eight weeks, was carried out among a group of francophones deemed to be at "Step 1," which means that they were weak in French and arithmetic. Since the primary objective of the experiment was not to evaluate the effect of the exercises on the competency of the subjects, but to examine the uses to which they were put, a decision was made to have exercises for each competency associated with the process. Accordingly, each week exercises were carried out two competencies.

Two principles governed the "creation" of the exercises: **simplicity** and **rapidity** of use. Coupled with these was the possibility of **associating** or linking the exercise and the learning process in need of improvement.

In accordance with the first principle, the exercise constitutes an element that is entirely integrated with the usual learning activities. It requires little preparation and a minimum number of changes to the learning environment. In accordance with the second principle, the exercise must be immediately linked with the learning difficulty in question. For example, in cases where adults are having problems composing sentences, an exercise that consists in grouping objects or situations is recommended. (Exercise E-7.7: "I classify the names of cars, streets and articles of clothing on a sheet of paper or on the blackboard.") The adults do the exercise, then return **immediately** to the initial problem to ensure that the newly acquired competencies are transferred. The immediate return to the initial problem enables the adult to see the usefulness of the exercise. It provides, in effect, a response to the question: "What is the purpose of this exercise?" If the exercise is to improve a competency, adults must see the connection between their learning difficulties and what the exercise communicates about the way they function within the learning process. It may be assumed that the similarity of the two situations - the learning difficulty and the exercise - enables the adult to learn in accordance with the laws governing operant and respondent conditioning, which are indissociable. (See *conditioning* in **Definitions**, as well as Notes on the Transfer of Learning, page 60.)

At the end of the experiment, the following observations were made with respect to the exercise, the set-up of the environment, the way the exercise was carried out and the results.

Since exercises were carried out for each competency, the **choice** of exercises does not reflect only those competencies that represented problems for the adults. However, of the exercises proposed in this document, we still had to choose those that best respected the criteria established for choosing an exercise - in other words, the competency to be developed, the state of the competency (maladaptive or lacking), the aptitudes and affinities of the educator, the capacities and affinities of the adult and, finally, the context.
(See **Section 8**.)

The environment was **set up** to be as simple as possible. The adults stayed in their usual places, and easy-to-use materials were proposed for the exercise.

The exercise was **carried out** in a natural manner, and was fully integrated with the learning process. With the exception of two competencies, the exercises were always carried out as learning difficulties appeared.

The **goal** of the experiment was, first of all, to verify the extent to which it was possible to respect the two principles previously formulated. We determined that this was entirely possible. Of related interest to us were the effects of the exercises on the learners' basic competencies. Some people showed a slight improvement in their learning, and most obtained a better understanding of the way they functioned in learning situations. Further research on the effects of the exercises on basic competencies would undoubtedly be very useful.

It goes without saying that the adults who took part in the experiment were considered to be participants and collaborators. They were made aware of the objectives and the expected effects: improvements in learning conditions, and in learning as well.

Note: The original French versions of this document (first and second editions) were distributed to a number of people during the development process. People were asked to give us their reactions, and most did so. Subsequently, many adjustments were made.

SECTION 1: MAJOR ASPECTS OF THE FUNCTIONAL LEARNING PROCESS

It is of the utmost importance to determine in which learning experience the process will occur.

Each being is identical to all others.
Each being is similar to some others.
Each being is unique.
(St-Arnaud, 1974)

By carrying out research on learning, one rapidly comes to the realization that there are as many ways of describing the learning process as there are learning theorists; however, all agree at least on the **key stages** that make up every learning activity.
(Gouvernement du Québec, 1988)

The major aspects affecting the implementation of the Functional Learning Process are as follows:

1.1 Generally, the Functional Learning Process describes **how people learn**, in other words, how they regulate their behaviours while learning. This involves functional (learning) strategies that are more or less realistic, effective and satisfying.

1.2 The process corresponds to the awareness that people have of themselves when they interact with the environment to satisfy their needs, solve their problems and carry out their plans. Consciousness means paying attention to oneself (Patry, 1989b).

1.3 The process corresponds to the spontaneous development of learning, which is enhanced by people's attempts to regulate their own behaviour in a functional manner.

1.4 The process is self-directed and functions in daily-life situations. Such situations constitute unique learning opportunities.

1.5 The process is learned (modes and competencies) through interactions with the environment and through operant and respondent conditioning, which are indissociable. (See *conditioning* in **Definitions**.)

1.6 The process is both a **cause** and an **effect** of learning. Thus it constitutes an **open** data processing system, a "functional unit" (Nuttin, 1985) in which **any modification of a part produces changes in all the others**.

1.7 The success of the Functional Learning Process depends on the extent to which people's functional potential has been developed or actualized through their personal learning experience.

Example: Children manifest their functional potential for gathering information (fifth competency) by exploring their environment and asking questions. This potential is actualized to the extent that the environment (the family, for example) encourages and reinforces information-gathering behaviour. On the other hand, the potential remains latent if it is not reinforced, if it is ignored or even punished by remarks such as: "Will you please be quiet!," "Stop asking so many questions!,""You're too curious!"

1.8 The process can be **revitalized by training** that promotes functional autonomy (learning how to learn).

Note: Empowering people involves helping them to learn, teaching them to learn for themselves. It means helping them to acquire the basic competencies associated with the process. These competencies are necessary tools (knowledge and skills) that enable adults to direct their own Functional Learning Process by using daily life situations as optimal occasions for learning (Garneau, 1984).

1.9 The process provides information relating to the aims of the learners (e.g., Do they really want to learn? And if so, why?). It also tells us about the ways in which they react to the environment, their limitations and learning pace.

1.10 The completion of the learning process **changes** an implicit experience (the need to learn something) into an explicit experience (the application of what was learned, i.e., the transfer of knowledge to daily life situations). In this sense, the process is a **constant exercise in adaptation** that is relatively creative and critical of the environment.

Note: Piaget (1984) defines adaptation as the balance between assimilation and accommodation, in other words, between the influence people exert on their environment and the influence it, in turn, exerts on them. For example, people who are unable to respond in an autonomous manner to the pressures exerted on them by the environment are maladjusted. Likewise, those who undertake studies for which they are not qualified are maladjusted with respect to that specific situation.

1.11 The way in which the process ends determines how it will work during subsequent learning experiences.

Example: I apply something I have just learned (transfer of learning: fourth mode) and derive great pleasure from it. This experience of pleasure (reinforcement) greatly influences my decision to undertake another learning experience, and my motivation (starting the process over again: first mode) in turn determines the degree of attention I bring to the task (second mode), the way I generalize my experience (third mode) and reapply it (fourth mode), and so on.

Note: Considered as a whole, the Functional Learning Process is a perfectible learning method,[1] a metastrategy in which people's functioning is determined by the interaction between their subjective experience of reality and the objective world, between the person's **social and private environment**. (See *environment* in **Definitions**.)

1. Method: from the Greek: meta (μ): with the help of, using
odos (ὁδ): way, path

Thus a method is a path or means used to arrive at a specific goal. In the Functional Learning Process, the goal is the action (the transfer of learning) that modifies a person's living conditions and consequently makes learning meaningful.

SECTION 2: THE FOUR BASIC MODES OF THE FUNCTIONAL LEARNING PROCESS

The principles of learning are the same for all. Differences derive from the meaning each person gives to stimuli from the **social and private environment**. (See *environment* in **Definitions**.)

The attainment of a desired goal is of prime importance, and carries with it a substantial degree of pleasure. The PROCESS that leads to this goal can be just as pleasurable.

One of the best ways to discover the meaning of learning is to observe oneself in a learning situation.

Effort and **pleasure:** two words that are intimately linked with the learning process.

The Functional Learning Process draws upon the four modes of functioning that people use when they interact with their environments, in other words, when they learn. (These four modes are the emotive, perceptual, cognitive and active.) **In this respect, the Functional Learning Process establishes the optimal conditions for learning**.

2.1 Each mode constitutes a **key step** in learning, one that emphasizes a specific functional aspect: emotion, perception, cognition, action. The functional aspects represent the characteristics of each mode.

2.2 The four modes are **distinct**, **successive**, **cumulative**, and (in the fourth mode) **concomitant**.

Note: The modes facilitate the process and, consequently, the learning experience that accompanies it. In the third mode emotion and perception are no longer what they were in the first and second modes, and in the fourth mode emotion, perception and cognition are no longer what they were in the preceding modes. In other words, they evolve throughout the process. The content of the learning experience evolves as well.

2.3 **The sequence of the modes** cannot be changed, for each contains within itself those that precede it (effect) and conditions those that follow it (cause). See 1.11 and 2.2.

Note: There is no need to retrace one's steps in the Functional Learning Process since the modes are cumulative. For example, if it becomes clear in the third mode that there was not enough exploration in the second mode, one need only explore further to gather the missing information. But this will be done in the third mode and, considering that the process has changed since the second, exploration will be different from what it was in the second, because it is now influenced by the content of the third mode. The same holds for the second and fourth modes.

2.4 Each mode may present a **problem**. In the first mode, avoidance; in the second, repetition, in the third, rationalization; in the forth, compensation.

2.5 Each mode contains four competencies that are **basic** to learning and functional adaptation.

2.6 Each mode has a **determining factor** or overriding competency; in the first it is motivation, in the second, attention, in the third, generalization, and in the fourth, application.

2.7 Each mode allows for specific types of learning in terms of its **descriptive categories:** characteristics, main problem, basic competencies, determining factor (overriding competency).

2.8 Each mode is necessary for the **optimal functioning** of the person.

Note: The foregoing statement is based on observations of people who function in an effective and satisfying manner.

2.9 Each mode contributes to the functioning of memory, which is, for some, equivalent to learning.

NOTES ON MEMORY

Information-processing theory (Dubé, 1986; Forget et al., 1988) distinguishes between episodic memory, which is autobiographical in nature (events experienced by one person) and semantic memory (knowledge of words, symbols, rules, and so on). According to this theory, memory is made up of three interrelated systems:

The register of sensory information (RSI), which registers information received by the senses and keeps it for a few tenths of a second. Here, **attention** plays a key role. (See the second mode of the Functional Learning Process.)

Short-term memory (STM), or immediate memory, which is more complex than RSI, ensures that information is used immediately after it is perceived. Short-term memory does not have the capacity to retain much information at a time, and what it does retain is retained for only a few seconds. The operation used to retain information in short-term memory consists in continuously and silently repeating the information that one wants to memorize.

Example: Repeating a telephone number for the time it takes to go from one room to another.

Long-term memory (LTM) enables one to reproduce, reconstruct and recognize information acquired over a number of hours, days or years. This type of memory retains hundreds of billions of bits of information. The operation that facilitates the retention of information in LTM consists in organizing or structuring the information that one wants to memorize, or relating it to knowledge already acquired. This is what happens in the second and third modes of functional learning.

SOME MEMORY ENHANCEMENT TECHNIQUES

- Repetition: This consists in multiplying the number of learning sessions. It is considered a reactivation of information and not a mechanical repetition.

- Overlearning: This consists in continuing to study an area in which one already meets the generally accepted criteria for knowing the subject.

- The simultaneous use of several senses to develop attention and facilitate assimilation. It is thought that one retains:

    - 10 percent of what is read;
    - 20 percent of what is read and heard;
    - 30 percent of what is seen;
    - 50 percent of what is heard and seen;
    - 70 percent of what is said;
    - 90 percent of what is done (fourth mode: transfer).

- Recitation: This consists in saying out loud something one already knows from memory. It is better to spend 80 percent of one's time reciting whatever is to be learned, rather than reading it.

- Mnemotechnical devices such as associating places, using rhythm (singing what one wants to learn) and rhyme, and constructing a sentence with the first letters of the words one wants to memorize. For example, to remember the names of the planets in the solar system, one could construct a sentence such as the following: "Men very early made jars stand up nearly perpendicularly" (i.e., Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto).

  As strange as it may seem, studies show that human memory tends to retain associations linked to the ridiculous and absurd.

THE FIRST MODE OF FUNCTIONAL LEARNING: THE EMOTIVE MODE

This mode may be overused or underused, as can each of the competencies it entails.

Overview of the First Mode

- The first mode is characterized by feeling and by emphasis on the emotions.
- Avoidance is the main problem encountered in this mode.
- This mode is described in terms of four basic competencies: the ability to focus on the present, to be open to the learning experience, to become emotionally involved, and to trust his or her intuition.
- Motivation is the determining factor in this mode.
- This mode involves motivation [R→S] and spontaneous emotional reactions [S→R] to a stimulus (the learning to be carried out).
- The reactions and motivation are behaviours that have been learned in previous learning situations.
- When the emotions are upset, cognition is inhibited. We know that the ability to memorize (to learn) is impaired by fear, which can block those channels of the brain that contain memory.
- **Motivation should be encouraged in the first mode**. The best way of doing this is to develop the four basic competencies.

Functional learning is impossible without motivation.

Descriptive Categories: What I need to know about the first mode in order to facilitate learning.

- **Characteristics**
- **Main Problem**
- **Basic Competencies**
- **Determining Factor (Overriding Competency)**
- **Intervention:**
  - **Examples of what I can do in the first mode**
  - **Behavioural indicators and exercises**

➢ **Characteristics: The Emotions (Feeling)**

The first mode is characterized by feeling. To feel means to be willing to take into consideration various situations of daily life.

The first mode is the sphere of sensations, emotions and first impressions, as well as of the immediate and the implicit. It is in this mode that an incipient learning experience becomes a subjective experience, the experience of a particular person. And it is also in this mode that one witnesses the first spontaneous reactions to environmental stimuli which come from the **private and social environment**, and which constitute the raw material to be transformed. People who favour the first mode tend to be rather extroverted. (See Other Characteristics on page 20, and the description of extroverted and introverted personality types in Section 5.)

Example: The way I react to the learning experience depends on the degree to which my past learning experiences have been satisfactory or unsatisfactory. If the alphabet has been associated with experiences of failure and humiliation, it is hardly surprising that the sight of the letters of the alphabet still provokes negative feelings. However, these feelings can be changed to positive feelings, through support for learning that instils a sense of confidence and security in the learner. Desensitization is called for in such cases. (See *desensitization* in **Definitions**.)

➢ **Main Problem: Avoidance**

The main problem encountered in the first mode is the tendency to evade reality. This tendency is linked to traumatic memories, the fear of failure and problems in determining one's needs and recognizing them as one's own. Lack of motivation is often the result of repeated experiences of failure. It is learned powerlessness. In the first mode, people are often overcome by too many emotions.

People adopt a defensive behaviour pattern to protect themselves from the uneasiness that stems from their "inability" to feel. This behaviour pattern is characterized by **avoidance**, or the refusal to consider stimulation that comes from the **private and social environment**.

Example of avoidance: The prospect of having to learn verbs makes me uneasy. Once again I tell myself that I won't understand. So I pretend that I don't need to learn them, that they won't be of any use to me. Avoidance prevents me from mastering the behaviour that I avoid.

➢ **Basic Competencies: Attentiveness, Openness, Involvement, Intuition**

To learn in an effective and satisfying way in the first mode, the person must be able to focus on the present, remain open to the learning experience, get involved, and trust his or her intuition.

Example: How can I learn in a significant way if I am not "there," if I am not where things are happening?

➢ **Determining Factor: Motivation**

Motivation, which has a direct impact on learning experience, is the essential and determining factor in the first mode. Although it is necessary throughout the Functional Learning Process, it plays a key role in the first mode since it is what gets the process going.

Motivation may be defined as a tendency to satisfy a need. It encourages one to adopt certain behaviours with a view to satisfying a need. The latter represents the discrepancy that exists between the present situation and the desired situation. Thus motivation generates **anticipation**, which is to a greater or lesser degree confirmed by a reward (or punishment) during the fourth mode of the learning process.

Example: I want to practise a certain trade. For the moment, however, I possess very little knowledge or skill related to this trade. I am highly motivated to take a training course that will enable me to reach my goal. At the end of the training course I will, to a greater or lesser degree, be reinforced (or penalized) to the extent that I am able to practise my trade successfully.

Motivation, which is influenced by one's feeling of personal competency, is generally classified in the following manner: primary motivation, relating to physiological needs that must be satisfied for the person to function properly (a person who hasn't had enough to eat will find it very difficult to learn), and secondary motivation, relating to needs that are specific to each individual (to practise a specific trade, for example). This is the intrinsic kind of motivation that causes people to learn for the sheer pleasure of learning; it is also what compels people to satisfy ends that go beyond the pleasure of learning for its own sake. Too high a degree of motivation usually generates anxiety that impedes learning. "When the emotions are upset, cognition is inhibited."

One can promote motivation by developing the four basic competencies of the first mode. One could also do so by describing the advantages to be derived from learning, and by asking people to imagine these advantages while relating them to past learning that has brought about significant changes in their living conditions.

Note: The transfer of learning that takes place in the fourth mode is one outcome of the Functional Learning Process. This transfer is what gives meaning to the training process and, as well, to the efforts of those who help or are helped. It begins to take shape during the first mode. The degree of motivation in the first mode is a good indicator of how well the process is functioning, and of whether there is a transfer of learning.

Example of motivation: People want to participate in workshops; they love to learn and are pursuing a goal and expecting results. They also show their pleasure.

• Intervention

Intervention is aimed at training people (individually or in groups) by helping them to acquire knowledge and skills that increase their autonomy. It is based on a rigorous diagnosis of the descriptive categories described above: the characteristics, main problem, basic competencies and determining factor.

- **Examples of what can be done in the first mode to facilitate learning, using various methods and techniques:**
- Arrange the environment in a way that helps the adults feel comfortable.
- Start from the adults' needs and have them play an active role in their learning project (knowing that there can be no real transfer of learning if they have not articulated real needs when embarking on their learning project). If someone replies, "I don't know" to the question "What are your needs?" this response may not mean that the person has no needs, but that he or she does not understand what a need is.
- Use non-verbal language, imagination and visualization to help adults imagine something that they would very much like to do.
- Check the adults' motivation (a determining factor in the first mode) and stress levels, as well as their reaction to the learning to be carried out. The initial reactions are important because they are connected with past experiences and provide invaluable clues with respect to the evolution of the learning process. hen emotions are upset, cognition is inhibited."
- Present the learning to be carried out, and relate it to the adults' goals.
- Ask the adults to express their feelings with respect to the learning process that is about to begin. Adults may be helped by naming various emotions: for example, the fear of ridicule, of having to speak in front of others, of not understanding as quickly as others, of discovering that they have problems learning.
- Ask the adults to say how the attitudes to be learned (being more or less motivated) will help or impede the Functional Learning Process.
- Relate present experience to previous learning experiences.
- Defuse anxiety-producing situations and reinforce adaptive behaviours. (See desensitization and reinforcement in Definitions.)
- **Encourage motivation (a determining factor in the first mode) by developing the four basic competencies in this mode - in other words, by placing adults in situations where they can exercise and develop them.**
- Begin the transition to the second mode.

OTHER CHARACTERISTICS

To facilitate the learning experience of those who favour the first mode one must remember that they:

- approach situations in an emotional and intuitive manner, and from a unique perspective;
- derive the full potential from their imagination and creativity;
- like being in learning situations that allow them:
  - to participate by means of precise examples;
  - to exchange ideas, particularly with people who have the same functional style as themselves (see Section 5);
  - to make contact with other people;
- do not like learning situations that compel them to consider theoretical aspects of the problem in question.

Note:

- The exercises may be used for more than one competency.
- The examples given in this document help to make the exercise understandable, and are not meant to limit creativity.
- The exercises always take place in a specific context (See Section 7).
- The person working with the adults can make up new exercises.

Legend

I-1.2 = 1st indicator, 2nd competency
E-1.2 = 1st exercise, 2nd competency

- **Behavioural indicators that facilitate observation of the competencies in the first mode, and exercises for developing these competencies** (See Section 7.)

FIRST COMPETENCY

TO BE ABLE TO LIVE IN THE PRESENT, that is, to be available, and to find in the present instant enough **pleasure** (reinforcement) to live it fully.

Behavioural indicators for observing this competency
(Arrange the environment in such a way that the indicators appear only if the competency is present.)

The person:

I-1.1 asks questions about his or her present situation;
I-2.1 talks of things taking place in the present;
I-3.1 says that he or she is interested in what is happening (whether spontaneously, or in response to a question);
I-4.1 eagerly takes on the task at hand.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by making them more open to what is happening in the present.

E-1.1 Ask the adults to say what is happening at this moment, both in themselves and in the environment, and help them to become aware of distractions.
E-2.1 Ask the adults to indicate what is most important at the present time.
E-3.1 Ask the adults to express their concerns, keeping to the present moment.
E-4.1 Have the adults go through a learning experience that corresponds to their needs.
E-5.1 Suggest dealing with a current issue (theme).
E-6.1 Suggest a sensorimotor activity (one that draws upon the five senses).
E-7.1 Draw upon each sense in a specific way, using music and other auditory resources for hearing, posters and other visual stimuli for sight, etc. Ask the adults to explain how this experience takes them back to the present.
E-8.1 Have the adults do a number of self-control exercises that force them to "live in the present". These exercises have to do with breathing, sight, fine motor skills, etc.
E-9.1 Train the adults to give themselves private instructions, to go over things quietly and privately.
E-10.1 Have the adults write down various problems on sheets of paper and have them place them outside the door, in a cupboard or in some other place such as a bag or basket. Have the adults note the effect this produces.

E-11.1 Have the adults live through an intense experience and note how much a part of the present this experience is. (The adults could close their eyes and let themselves fall into someone's arms, or they could listen to a gripping story or watch a suspenseful television program.)

SECOND COMPETENCY

TO BE ABLE TO BE OPEN TO EXPERIENCE, that is, to be receptive in such a way that all events, whether they are inner experiences or stem from the environment, are treated as worthy of consideration.

Behavioural indicators for observing this competency
(Arrange the environment in such a way that the indicators appear only if the competency is present.)

The person:

I-1.1 says that he or she is interested in what is happening (whether spontaneously, or in response to a question);
I-2.1 abandons a task in order to pursue what is proposed;
I-3.1 suggests improvements in what is proposed;
I-4.1 asks for other suggestions.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by developing their capacity to be open to new learning experiences that present themselves (unconditional positive consideration).

E-1.2 Have the adults express an interest in the experience that is about to begin (pleasure, expectations, uncertainty, etc.)
E-2.2 Have the adults name those experiences that were new to them, and help them to identify what they learned.
E-3.2 Have the adults imagine where a given new experience might lead.
E-4.2 Remind the adults of a positive outcome of a new learning experience and emphasize the fact that it may be rewarding to remain open, to try new things.
E-5.2 Have the adults go through a familiar experience (writing a message) before going on to less familiar or unfamiliar experiences, such as public speaking or walking around blindfolded. Point out that the impressions felt during these experiences could never have been felt if the adults had not been receptive to them.

THIRD COMPETENCY

TO BE ABLE TO BECOME EMOTIONALLY INVOLVED, that is, to be able to come to terms with the emotional repercussions of an event (the experience of it) by allowing oneself to be affected by it, by experiencing the sensations, feelings and emotions it produces.

Behavioural indicators for observing this competency
(Arrange the environment in such a way that the indicators appear only if the competency is present.)

The person:

I-1.3 talks about the suggested theme by relating a personal experience;
I-2.3 relates how this experience affected him or her emotionally;
I-3.3 interacts with another person who relates a personal experience that affected him or her emotionally;
I-4.3 communicates his or her emotions by means of laughter, tears and anger.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by increasing their tolerance of ambiguity. (Not everything can be clear at the outset; one cannot have guarantees for everything.)

E-1.3 Ask the adults to explain why they are reluctant to undertake the particular learning experience (fears, worries, etc.).
E-2.3 Give the adults enough time to express their feelings without interruption (2 to 3 minutes).
E-3.3 Take the adults through focusing exercises (to help them to truly experience their feelings and to name them).
E-4.3 Take the adults through deep-breathing exercises. Count to four during each phase of the exercise: when the adults are inhaling, holding their breath and exhaling.
E-5.3 Take the adults through relaxation exercises (after taking them through focusing and breathing exercises).
E-6.3 Recount a fact or event that produces pleasant or unpleasant emotions. Ask the adults to react to this fact and point out their emotional involvement.
E-7.3 Show the adults pictures and photographs and ask them to describe the emotions they inspire.
E-8.3 Ask the adults to list three things they like, and have them describe their feelings with respect to each.

E-9.3 Ask the adults to list three things they dislike, and have them describe their feelings with respect to each. Draw attention to the difference between the two types of exercises.

E-10.3 Have the adults choose a word that describes how they feel about the learning experience that is about to begin.

E-11.3 Ask the adults to take on the name of a tree or an animal, and explain what it is about this tree or animal that is likely to be changed by the learning experience. (This obliges the adults to talk about something other than themselves, and is therefore conducive to self-expression.)

E-12.3 Have the adults do a drawing that illustrates how they feel about what they are learning.

FOURTH COMPETENCY

TO BE ABLE TO TRUST ONE'S IMPRESSIONS, that is, to be able, when faced with some event, to have confidence in what one instinctively senses, recognizes and grasps.

Behavioural indicators for observing this competency
(Arrange the environment in such a way that the indicators appear only if the competency is present.)

The person:

I-1.4 expresses his or her interest by means of an exclamation;

I-2.4 agrees to work with the suggested theme without knowing all of the consequences;

I-3.4 correctly reformulates the overall theme;

I-4.4 conveys his or her initial impressions of the new learning experience.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by legitimating their emotions and intuition. In other words, the adults are entitled to their feelings.

E-1.4 Have the adults give their initial sense of how the suggested learning experience might help them.

E-2.4 Have the adults list experiences that resemble the suggested learning experience.

E-3.4 Tell a brief story and record the adults' initial impressions.

E-4.4 Relate incomplete stories and ask for the adults' initial reactions.

E-5.4 Have the adults recount one or more situations in which their intuition proved to be accurate, and ask them to draw a conclusion from this experience. (For example, one often embarks upon "adventures" without knowing exactly what they entail.)

E-6.4 Have the adults recount one or more situations in which their intuition proved to be incorrect, and ask them to draw a conclusion from this experience. (See E-5.4.)

E-7.4 Have the adults spontaneously reformulate a suggestion that you or someone else has made.

E-8.4 Suggest a new experience and ask the adults to react spontaneously to it. Have the adults describe their reaction in writing. (For example, they could be asked about any images or ideas that came to mind.)

E-9.4 Have the adults visualize how the new learning experience might help them, and have them describe the process of visualization. (For example, they could begin by writing: "In this learning experience, I see myself in the process of...")

E-10.4 Have the adults select one of a number of unfamiliar objects and say what, in their opinion, these objects are used for.

THE SECOND MODE OF FUNCTIONAL LEARNING: THE PERCEPTUAL MODE

This mode may be overused or underused, as can each of the competencies it entails.

Overview of the Second Mode

- The second mode is characterized by exploration and by emphasis on perception.
- Repetition is the main problem encountered in this mode.
- This mode is described in terms of four basic competencies: the ability to gather, collect, select, organize and describe information.
- Attentiveness is the determining factor in this mode.
- Here we are dealing with instruction in the strict sense of the term, i.e., active and passive instruction as the acquisition and organization of content.
- Knowledge is power. According to Socrates, the greatest problem of all is ignorance.
- **Attentiveness should be encouraged in the second mode.** The best way of doing this is to develop the four basic competencies.

Functional learning is impossible without attentiveness.

Descriptive Categories: What I need to know about the second mode in order to facilitate learning.

- **Characteristics**
- **Main Problem**
- **Basic Competencies**
- **Determining Factor (Overriding Competency)**
- **Intervention:**
  - → **Examples of what I can do in the second mode**
  - → **Behavioural indicators and exercises**

➢ **Characteristics: Perception (Exploring)**

The second mode is characterized by exploration. To explore means to prepare oneself to systematically acquire new information with a view to learning.

The second mode is the sphere of creative perception (organization of sensations), informed observation (organization of content), passive exploration (being informed), and active exploration (informing and preparing oneself). The organization of information plays a determining role here. This mode is generally favoured by introverted individuals. (See Other Characteristics on page 32, and the description of introverted and extroverted personality types in Section 5.)

Example: I take part in a learning situation. I obtain information through presentations given by the teacher (passive exploration), or through my own efforts to become informed (active exploration). I organize this information in my notes, and this helps me to have a clearer picture of it. The information I obtain is filtered through my personal way of perceiving it. I have to try to remain objective.

➢ **Main Problem: Repetition**

The main problem encountered in the second mode is the lack of reevaluation of information that was explored previously. This problem becomes evident in the tendency to systematically reproduce information already at one's disposal. (One sticks to what one knows, and acts as if one already knew everything.) When one does not review, reexamine or revise already existing perceptions, they become the source of false (unthinking, unconscious) perceptions that perpetuate ignorance: prejudice, fanaticism, facile opinions, received ideas, brooding.

To protect themselves against the unease deriving from their "inability" to explore, people often engage in defensive behaviour characterized by **repetition**. This consists in looking only at those elements of the available information which they already know, and which bolster them in the reassuring belief that they possess "knowledge."

Example of repetition: The acquisition of new information can lead to a calling into question (in the third mode) of established "knowledge" and convenient and glib certainties. I react by saying that "I know all that," or "I already know enough about it. I am satisfied with gathering information that I already possess."

- **Basic Competencies: Gathering, Selecting, Organizing and Describing Information**

To learn in an effective and satisfying manner during the second mode, people must possess the following basic competencies: they must be able to gather information (content) relating to the learning experience currently underway; they must be able to select pertinent information (and not only that required to get by); they must be able to organize the information they have selected; and they must be able to describe this information once it is organized.

Example: How can I learn in a meaningful way if what I am learning is not organized, if everything is all mixed up in my mind? It has been shown that organizing learning material (sixth competency) facilitates memorization (retention) and recall.

- **Determining Factor: Attention**

Attention is a selective phenomenon that operates according to one's expectations. **Example:** I am eager to know the results of an exam that I took. I expect something. Attention consists in a sustained intellectual effort aimed at a specific set of circumstances; this is what makes it an essential and, indeed, *the* determining factor in the second mode. Although it is necessary throughout the Functional Learning Process, it plays its key role in the second mode since it enables one to **perceive** the information (content) that is presented. In addition, attention is absolutely necessary for learning that draws upon observation and imitation. It is known that this type of learning plays a decisive role in personal development.

Attention may be spontaneous or voluntary. Spontaneous attention does not require effort since it is determined by one's interests (spontaneous motivation). Voluntary attention requires an effort to concentrate on something that does not necessarily stimulate one's interest. Usually people pay attention only to those stimuli that affect their most important needs. (See the definition of *motivation* in the first mode.)

Attention-deficit problems, which may be related to neurological abnormalities, damage to the sense organs (sight, hearing, smell, taste, touch) or to a disorganized environment, often show up when attention is required. Major attention-deficit disorders are often accompanied by hyperactivity. It has been shown that anxiety considerably reduces attention and, consequently, the ability to encode, retain and memorize - in other words, to learn. Hence the importance that must be granted to the first mode, in order to reduce anxiety. It goes without saying that loss of sleep, overwork, undernourishment, emotional insecurity, family problems and other factors are also elements that adversely affect one's attention span.

One can promote attention by developing the four basic competencies in the second mode. Attention can also be promoted by arranging the adults' **private and social environments** to make them more attractive. It is a question of eliminating competing stimuli or distractions, providing frequent reinforcement, varying learning situations and assigning the adults precise tasks that require them to draw extensively upon their senses. Taking account of adults' needs and facilitating their participation are particularly effective ways of promoting attention since they stimulate motivation (first mode), which exerts a determining influence on attention (CÉCM, 1992).

Example of attention: Adults are able to maintain their interest in a given subject for at least 20 minutes. In other words, they are able to concentrate on a specific task.

- **Intervention**

Intervention is aimed at empowering people (individually or in groups) by helping them to acquire knowledge and skills that increase their autonomy. It is based on a rigorous diagnosis of the descriptive categories described above: the characteristics, main problem, basic competencies and determining factor.

→ **Examples of what can be done in the second mode to facilitate learning, using various methods and techniques**

→ Present the entire range of information related to the learning experience. Encourage earnest exploration, revising and enhancing information as needed:

- passive exploration (I teach the content);
- active exploration (I ask people to take steps to obtain information: consulting documents, having group discussions, doing interviews and research, etc.).

→ Help the adults to become organized, to organize the content they are dealing with (working methodology in the learning situation).

→ Frequently remind the adults of the goals they are pursuing in the learning project. (These will be attained in the fourth mode, during the transfer of learning.)

→ Make connections with the preceding mode.

→ Defuse anxiety-producing situations and reinforce adaptive behaviour.

→ **Facilitate attention (a determining factor in the second mode) by developing the four basic competencies in this mode - in other words, by placing adults in situations in which they can exercise and develop their ability to gather, select, organize and describe information.**

→ Begin the transition to the third mode.

OTHER CHARACTERISTICS

To facilitate the learning experience of those who favour the second mode, one must remember that they:

- approach situations with a view to exploring them;
- depend mostly on observation and reflection;
- like being in learning situations that allow them:
  - to listen and observe (in other words, situations that rely heavily on lectures);
  - to observe in an impartial and objective manner;
- do not like learning situations that compel them to act too quickly.

Behavioural indicators that facilitate observation of the competencies in the second mode, and exercises for developing these competencies. (See Section 7.)

FIFTH COMPETENCY

TO BE ABLE TO GATHER INFORMATION THOROUGHLY AND ADEQUATELY, that is, to be able to organize oneself in order to obtain information pertaining to a specific situation (without being subjected to discrimination or censure).

Behavioural indicators for observing this competency
(Arrange the environment in such a way that the indicators appear only if the competency is present.)

The person:

I-1.5 looks for places where pertinent documentation is likely to be found;
I-2.5 obtains all accessible documents pertaining to his or her topic of interest;
I-3.5 obtains information by asking questions;
I-4.5 uses instruments designed to facilitate information gathering: dictionaries, tape recorders, videos, library catalogues, book indexes, etc.;
I-5.5 observes situations likely to provide information on his or her topic of interest;
I-6.5 writes down his or her observations.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by equipping them to gather all the information they need in order to learn what they want to learn.

E-1.5 Have the adults gather as much information as possible on a specific topic, i.e. politics, women's rights, diet, peace, justice.
E-2.5 Have the adults look in the dictionary for the definitions of the words they wish to know.
E-3.5 Have the adults find the differences between two almost identical drawings. A game of this type called "Trouver l erreur" can be found in the Montréal daily, *La Presse*.
E-4.5 Have the adults gather information on a given subject by asking questions of family and friends.
E-5.5 Have the adults collect objects (pencils, erasers, etc.)
E-6.5 Have the adults look for a certain number of words (20, for example) related to a specific theme.

E-7.5 Have the adults list as many kinds of personal behaviour as they can (talking, laughing, crying, kissing, walking, eating, etc.).

E-8.5 Have the adults list names of cars, streets, items of clothing, etc.

E-9.5 Have the adults gather as many opinions as they can which contradict their own opinion on a given subject.

E-10.5 Put the adults in an observer role and ask them to describe the situation being observed as thoroughly as possible.

E-11.5 Have the adults handle various objects. (E.g., they could work with measuring containers, gathering so much of one substance and so much of another.)

E-12.5 Have the adults examine a menu, recipe or food order and then ask them what they remember from it.

E-13.5 List a series of numbers (from 3 to 9 figures) and ask the adults to repeat them in the same order. Do the exercise again, asking that the numbers be repeated in reverse.

E-14.5 Ask the adults to reconstruct an object that is in pieces (e.g., a jigsaw puzzle).

E-15.5 Train the adults to establish conditions that promote attentiveness. This can be done in a number of ways: by ensuring that their physical needs are met (food, rest, etc.); by drawing upon all the senses (for variety's sake, and to make the exercise more stimulating); by practising stopping the thinking process by telling themselves quietly but forcefully to "STOP!" by bringing unfinished situations to a conclusion before going on to explore learning content, i.e., by settling the things that bother them or determining when they could "try" to do so - it is reassuring to know that one will have a moment to think about one's troubles; by reminding themselves that worry and anxiety are never solutions; by rekindling their motivation by reviewing their goals and visualizing them.

SIXTH COMPETENCY

TO BE ABLE TO SELECT RELEVANT INFORMATION, in other words, to be able to refine their initial overall perceptions by determining, from among all the information gathered, that which is best suited to the goals they are pursuing.

Behavioural indicators for observing this competency
(Arrange the environment in such a way that the indicators appear only if the competency is present.)

The person:

I-1.6 reviews all of the information that has been gathered;
I-2.6 reformulates his or her goals;
I-3.6 verifies whether each item of information is correct;
I-4.6 eliminates irrelevant information.

Exercises to develop this competency

These exercises are generally meant to **empower** the people (individually or in groups) by equipping them to select information pertaining to their learning project.

E-1.6 Have the adults select information directly related to a specific topic (e.g., the country, period or season. (See E-1.5.)

E-2.6 Work together to set criteria and ask the adults to eliminate superfluous information by taking into account the established criteria. (See E-4.5.)

E-3.6 Work together to set criteria and ask the adults to eliminate superfluous objects by taking the established criteria into account (e.g., colour, shape, length). (See E-5.5.)

E-4.6 Have the adults retain, from the 20 words listed in exercise E-6.5, only those words that contain two or more syllables.

E-5.6 Have the adults distinguish between positive qualities and faults and strengths and weaknesses in the list of personal behaviours found in Exercise E-7.5 (e.g.: talking loudly, giving up one's seat, answering on behalf of another person, participating in a joint effort; showing courage, tenacity, empathy; being jealous, nasty.)

E-6.6 Have the adults distinguish between the names of automobiles, streets, articles of clothing. (See E-8.5.)

E-7.6 Have the adults do an activity that involves naming the missing part of an image.

E-8.6 Have the adults solve problems in arithmetic using "hands-on" materials.

E-9.6 Ask the adults to count to 10, 25, 50 or 100, leaving out even or uneven numbers.E-10.6 Ask the adults to count in descending order, starting at 100, 50, 25 or 10 and leaving out even or uneven numbers.

E-11.6 Hand out a text and have the adults draw a line through certain letters. The adults' attention can be deduced from their performance (speed, degree of success).

E-12.6 Have the adults match as many numbers and symbols within a limited time. E.g.: 1=/, 2=°, 3=‹, 4=›, 5=|, 6=¿, 7= , 8=•, 9=»

E-13.6 Have the adults select, from the **private and social environment**, those stimuli that impede attention. E.g.: hearing other people talking, seeing people go by, being stuck inside on a beautiful day, financial problems, fear of failure, wanting something intensely.

E-14.6 Have the adults select competing stimuli from the environment. E.g.: Something is happening in the corridor (a stimulus) competes with learning that is going on in the classroom (another stimulus).

E-15.6 Train the adults to control competing stimuli in order to reduce the number of distractions and keep their interests in focus. E.g.: changing one's seat to avoid distractions; doing physical exercise; giving oneself private signals.

SEVENTH COMPETENCY

TO BE ABLE TO ORGANIZE THE INFORMATION SELECTED, that is, to be capable of organizing it into a unified and coherent whole by means of comparison and by establishing classifications and categories.

Behavioural indicators for observing this competency
(Arrange the environment in such a way that the indicators appear only if the competency is present.)

The person:

I-1.7 examines the information;
I-2.7 compares the information in order to bring out the similarities and differences;
I-3.7 determines the classification criteria on the basis of his or her observations;
I-4.7 classifies the information using the classification criteria.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by equipping them to organize the data selected into a coherent whole.

E-1.7 Have the adults organize the information selected about a specific topic (See E-1.6.)

E-2.7 Establish classifications and categories, and ask the adults to classify the information selected (to make sets). (See E-2.6.)

E-3.7 Establish classifications and categories, and ask the adults to classify the objects selected (to make sets). (See E-3.6.)

E-4.7 Have the adults classify family names and given names.

E-5.7 Have the adults classify the words selected as nouns, verbs and complements. (See E-4.6.)

E-6.7 Have the adults classify positive qualities and faults, as well as strengths and weaknesses, in order of importance. (See E-5.6.)

E-7.7 Have the adults classify the names of cars, streets and articles of clothing on paper or on the blackboard. (See E-6.6.)

E-8.7 Have the adults classify objects (e.g., buttons) according to colour, size and shape.

EIGHTH COMPETENCY

TO BE ABLE TO DESCRIBE THE RESULTS OF THE EXPLORATION, that is, to be able to give the results of the information gathering process and, when necessary, to explain them clearly.

Behavioural indicators for observing this competency
(Arrange the environment in such a way that the indicators appear only if the competency is present.)

The person:

I-1.8 draws up an individual report on the gathering, selection and organization of information;
I-2.8 presents his or her report orally;
I-3.8 presents the report in writing, using diagrams, tables, etc.;
I.4.8 answers questions aimed at clarifying points in the report.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by equipping them to give a precise description of the final data.

E-1.8 Ask the adults to describe information related to a specific topic (See E-1.7).
E-2.8 Have the adults describe the objects that have been classified. (See E-3.7.)
E-3.8 Have the adults give precise descriptions of: objects placed on a table, drawings on a blackboard, a photograph, a view from a window, the room they are in. (This exercise could also be done from memory.) A time limit (1 to 3 minutes) is set for observation; the adults do the description from memory; the description is checked to see whether it is accurate.
E-4.8 Ask the adults to give a precise description of their own or someone else's clothing or general appearance.
E-5.8 Have the adults describe individual behaviours with respect to positive qualities and faults and strengths and weaknesses. Ask the adults to explain why some aspects of these behaviours are said to be positive qualities and strengths, while others are considered faults and weaknesses (See E-6.7.)

E-6.8 Relate a story with a certain number of details and ask the adults to repeat it, keeping as closely to the original as possible. E.g.: "Paul is getting into a small red car. He has a small blue bag in his left hand. On his head, he is wearing..."

E-7.8 Have the adults describe various cars, streets and articles of clothing. (See E-7.7.)

E-8.8 Give an instruction orally, or in writing or on videotape, and have the adults reproduce it exactly as given.

THE THIRD MODE OF FUNCTIONAL LEARNING: THE COGNITIVE MODE

This mode may be overused or underused, as can each of the competencies it entails.

Overview of the Third Mode

- The third mode is characterized by understanding and by emphasis on cognition.
- Rationalization is the main problem encountered in this mode.
- This mode is described in terms of four basic competencies: the ability to form concepts, make judgments, reason and make decisions.
- Generalization is the determining factor in this mode. (I **understand** that what I am learning is related to various situations of daily life.)
- This mode involves deduction, and comprehension of the content under study. One **stops** to analyze, clarifying, discriminating (comparing), generalizing and establishing the content.
- In the third mode it is important to "take things into account," to realize that what one learns can be applied in various situations of daily life.
- **Generalization should be encouraged in the third mode.** The best way of doing this is to develop the four basic competencies.

Functional learning is impossible without generalization.

Descriptive Categories: What I need to know about the third mode in order to facilitate learning.

- **Characteristics**
- **Main Problem**
- **Basic Competencies**
- **Determining Factor (Overriding Competency)**
- **Intervention:**
  - → **Examples of what I can do in the third mode**
  - → **Behavioural indicators and exercises**

➢ **Characteristics: Cognition (Understanding)**

The third mode is characterized by understanding. To understand means to analyze situations in order to have a clearer idea of them and to determine the behaviours most suited to them.

The third mode is the sphere of critical thinking and cognitive processing: analysis, synthesis, analogy. It is at this point that one adopts specific values, makes decisions and decides upon a course of action consistent with these decisions.

The third mode is also the mode of attribution. Each person assigns different causes to events taking place in his or her environment. Every individual has his or her "control mechanism." This "control mechanism" is external when situations are attributed to external causes (**social environment**) and internal when situations are attributed to internal causes (**private environment**). People who favour the third mode tend to be rather introverted. (See Other Characteristics on page 44, and the description of extroverted and introverted personality types in Section 5.)

Example: I am not satisfied with simply gathering information (second mode). In order for me to use it in an effective and satisfying manner (fourth mode), I must first of all make sure that I understand it properly. Then I have to determine the daily life situations in which I can use it. To make my task easier, I plan it as thoroughly as possible.

➢ **Main Problem: Rationalization**

The main problem encountered in the third mode is limited vocabulary and the lack of appropriate concepts and symbols (an inability to think abstractly). These drawbacks are accompanied by difficulty in analyzing situations, particularly those that are distressing, that contradict ideas which provide a measure of stability and safety, and herald unacceptable and unbearable upheavals.

To protect themselves from the discomfort that results from their "inability" to understand, people often resort to **rationalization**, a type of defensive behaviour that consists in justifying behaviours (feelings, perceptions, thoughts, actions) to make them more acceptable. The individual does not understand what is happening to him or her.

Examples of rationalization

- I refuse to do a comprehension exercise because I am afraid of failure. I justify my refusal by saying that the exercise serves no purpose.

- I refuse to accept the conclusion of an argument because it does not fit in with my ideas or with those convictions and accomplishments of mine that make me

feel comfortable and secure. I justify my refusal by saying that the line of reasoning is false.

- I refuse to work out a way of applying what I have learned to a given situation on the pretext that it might upset somebody. "I can't go to the bank alone because that would upset my friend, who enjoys being of service by keeping me company." Obviously, this is not so. Rather, I am refusing to accept the responsibility that comes with my new behaviour, and I am vaguely aware that this is indeed the case.

➢ **Basic Competencies: Concepts, Judgment, Reasoning, Decision-making/Planning.**

To learn in an effective and satisfying manner in the third mode, people must possess the following basic competencies: they must be able to use words and concepts, make judgments, think logically, and make decisions (make choices and plan a course of action).

Example: How can I learn in a meaningful way if I have a limited vocabulary and am, therefore, unable to "conceptualize," in other words, if I am incapable of constructing a mental image of a situation?

Note: A person's vocabulary is the set of words he or she uses. It may be limited or extensive. A concept is the abstract representation of something that can be recognized by characteristics that remain constant. Having a grasp of the concept "apple" allows me to distinguish an apple from an orange. All apples, whether they are red or green, big or small, have in common a thin skin, a stem, seeds, and a particular taste. "Mummy" is one of the first words in a child's vocabulary, later becoming a concept. A geometrical shape (e.g., square, rectangle, triangle) is recognizable whatever its position in space.

Limited vocabulary and an inability to think in abstract terms constitute a drastic impoverishment of language and thought. This impoverishment, which leads to closed ways of thinking, diminishes one's capacity to understand reality and, consequently, to improve on it. Intelligence tests have shown a direct correlation between results in the "vocabulary" section and those in other parts of the tests, as well as with the overall result.

➢ **Determining Factor: Generalization**

Generalization, which consists in extending what one has learned in a specific situation to a broad range of circumstances, is the determining and, indeed, essential factor in the third mode. Generalization is a cognitive operation that enables one to derive the general from the particular and, thereby, to increase the scope of a given concept.

Generalization, which enables one to establish relationships and has a universal quality, is absolutely essential if meaningful learning is to take place. Without it, the transfer of learning becomes practically impossible, since the person does not realize that what has been learned is related to situations in daily life. Generalization enables the person to recognize the usefulness of learning, and it reinforces motivation. Generalization is what enables a person to see a specific situation as an opportunity to apply what has been learned.

One can promote generalization by developing the four basic competencies in the third mode. One can also promote it by listing situations that exemplify concepts, and by showing the extent to which they permeate daily life.

Example of generalization: The person is able to recognize daily life situations in which he or she can apply what has been learned, and can plan when and how to do this (transfer of learning).

• **Intervention**

Intervention is aimed at empowering people (individually or in groups) by helping them to acquire knowledge and skills that increase their autonomy. It is based on a rigorous diagnosis of the descriptive characteristics outlined above: the characteristics, main problem, basic competencies and determining factor.

→ **Examples of what can be done in the third mode to facilitate learning, using various methods and techniques:**

→ Take the time needed to verify whether the adults have understood.
  - Have the adults do a number of exercises: dictations, text analysis, compositions, case studies, role playing, etc.
  - Organize discussions.
  - Ask the adults to solve problems that resemble situations from their daily lives. A rule of learning - the law of similarity - shows that the greater the difference between the learning situation and the daily life situation, the less chance there is that a transfer of learning will take place.

→ Point out the resemblance between different situations that require similar or identical behaviours. (This involves developing analogical thinking.)
Example: Using the keypad of a calculator and that of an automatic teller.

→ Help the adults recognize situations that involve the transfer of learning into situations of daily life.

→ Give examples of situations in which learning can be put to good use.

→ Assign tasks that require the adults to assume various responsibilities.

→ Create normal situations that allow people to take chances and show initiative.

→ In order for the transfer of learning to occur, the situations used must be "real life" situations.

→ Play down, but do not disregard, any fears and anxieties that people may have about learning transfer situations. Have them visualize such situations, along with the aspects they are afraid of, and help them to see these situations in another light (cognitive restructuring).

→ Establish links with the two preceding modes.

→ Defuse situations that cause anxiety by densensitizing the adults to them, and reinforce adaptive behaviours.

→ Encourage students to transfer what they have learned, and help them to plan in this direction: Who does what? Where? When? How and why? Such planning should be designed to minimize the chance of failure, which may be devastating for someone taking a "big risk." Repeated failure undermines feelings of competency, particularly if it occurs at an early stage. Planning should provide opportunities for reinforcing the adults' efforts in ways that sustain and improve new adaptive behaviours.

→ The **law of effect**: behaviour that is followed by feelings of satisfaction (reward, reinforcement), tends to be repeated, whereas behaviour that is followed by dissatisfaction (punishment) tends to decrease. We know that the **private and social environments** contain a host of stimuli that can function as rewards or punishments.

→ **Note:** It is essential to encourage the transfer of learning. However, adults should not be expected to tackle too much at once. The decisions and planning involved in the transfer of learning are key factors in support for learning.

→ **Foster generalization, the determining factor in the third mode, by developing this mode's four basic competencies. This means placing adults in situations where they can exercise and develop competencies that include forming concepts, using judgment, reasoning, and decision-making (which includes planning).** Decision-making involves a need to make choices by taking values into account.

→ Begin the transition to the fourth mode.

OTHER CHARACTERISTICS

To facilitate the learning experience of those who favour the third mode, one must remember that they:

- approach situations in a rational and logical manner;
- depend mostly on their ability to analyze;
- like being in learning situations that allow them:
  - → a certain degree of anonymity (imposed and impersonal situations);
  - → to examine theoretical aspects of a question;
  - → to do case studies;
  - → to establish contact with things and symbols, rather than with people;
- do not like learning situations such as exercises and role playing that lead to non-structured discoveries.

- **Behavioural indicators for observing the competencies associated with the third mode, and exercises designed to develop them.** (See Section 7.)

NINTH COMPETENCY

TO BE ABLE TO CONCEPTUALIZE AND MAKE STATEMENTS, that is, to acquire and use the concepts and words required for communicating personal ideas related to events.

That which is well conceived can be clearly expressed, the words coming easily.
Nicolas Boileau, French critic and poet.

Behavioural indicators for observing this competency.
(Arrange the environment in such a way that the indicators appear only if the competency is present.)

The person:

I-1.9 finds it easy to communicate orally;
I-2.9 uses a precise vocabulary;
I-3.9 uses synonyms;
I-4.9 explains concepts using his or her own words;
I-5.9 assigns the correct names to persons, things and situations;
I-6.9 expresses his or her ideas clearly in writing.

Exercises to develop this competency.
These exercises are generally meant to **empower** people (individually or in groups) by equipping them to analyze the information that has been explored and to correctly explain (using words, concepts and symbols) the results of their analyses.

E-1.9 Train the adults to list as many words as possible beginning with the same letter or syllable (acquisition of vocabulary).
E-2.9 Have the adults correctly name the parts of an object and the various aspects of a thing, a situation, an engraving, or a photograph.
E-3.9 Present a series of words and ask what they mean.
E-4.9 Create situations in which newly acquired vocabulary may be used.
E-5.9 Have the adults find synonyms.
E-6.9 Have the adults find adjectives for people and things.
E-7.9 Have the adults construct various sentences from series of words (e.g., adult, work, motivation, learn, effort, enjoyment).
E-8.9 Have the adults construct short paragraphs from groups of sentences.
E-9.9 Have the adults give a precise account of an event (choosing the right word).
E-10.9 Have the adults give a detailed description of something they desire very much (e.g., to go on a trip, have a child, do a particular job).
E-11.9 Have the adults fantasize about something and describe the fantasy in detail.
E-12.9 Have the adults relate a dream, giving as many details as possible.

E-13.9 Have the adults participate in a group discussion.
E-14.9 Have the adults do an analysis (detailed description) or a summary.
E-15.9 Ask the adults to identify and explain symbols and rituals (e.g., flags, coats of arms, initiation ceremonies).
E-16.9 Have the adults describe similarities between objects and situations (e.g., fruit, clothing, parts of the body, furniture, activities, events).
E-17.9 Ask the adults to explain, in detail, how to go from one place to another.

TENTH COMPETENCY

TO BE ABLE TO MAKE JUDGMENTS, that is, to be able to affirm the existence or absence of a relationship between feelings, ideas, situations, or objects (faculty of reason). [Judgments involved in deciding which category to place something in; in making comparisons (<, >, =,) in deciding whether or not something exists; and in determining the value of something.]

Behavioural indicators for observing this competency
(Arrange the environment in such a way that the indicators appear only if the competency is present.)

The person:

I-1.10 makes statements about situations he or she experienced;
I-2.10 establishes a relationship between events or ideas;
I-3.10 gives his or her opinion;
I.4.10 expresses criticism.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by equipping them to make judgments.

For examples related to the exercises for this competency, see Désilets and Roy, 1986.

E-1.10 Ask the adults to make a judgment pertaining to an overall situation (e.g., literacy training, adult education, teenage violence).
E-2.10 Have the adults express judgments using concepts they learned in the preceding exercises. Judgment in this case should bear on concepts they already know, such as beauty, honesty, justice and learning.
E-3.10 Ask the adults to give their opinions on a contemporary issue.
E-4.10 Have the adults correct certain generalizations (e.g., immigrants are all... Men, women, young people...).

E-5.10 Have the adults complete short sentences by saying what it is they do in certain situations (e.g., When I learn..., When I visit..., When I come here to study...).
E-6.10 Have the adults construct affirmative and negative general statements (e.g., All jobs are... Not all jobs are...) and particular statements (e.g., Some people are..., are not...).
E-7.10 Have the adults formulate contrary statements (all, none, fair, unfair; success, failure).
E-8.10 Have the adults formulate positive and negative sentences.
E-9.10 Have the adults convert positive sentences into negative sentences, and vice versa (e.g., I am afraid to learn; I am not afraid to learn).

ELEVENTH COMPETENCY

TO BE ABLE TO REASON LOGICALLY, that is, to be able, on the basis of two or more given judgments and a line of argument, to arrive at another equally logical conclusion.

Behavioural indicators for observing this competency
(Arrange the environment in such a way that the indicators appear only if the competency is present.)

The person:

I-1.11 draws conclusions from his or her judgments;
I-2.11 uses arguments to demonstrate something;
I-3.11 goes from the particular to the general (induction);
I.4.11 goes from the general to the particular (deduction);
I-5.11 establishes analogies to illustrate an idea.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by giving them the ability to reason (to back up an argument using logic).

For examples related to the exercises for this competency, see Désilets and Roy, 1986.

E-1.11 Ask for arguments for and against something.
E-2.11 Have the adults practise inductive reasoning (going from the particular to the general). Induction leads to generalization and the formulation of hypotheses. **Example**: Pierre, Paul, Céline, Louise... are capable of learning; Pierre, Paul, Céline, Louise... are human beings; therefore, human beings are capable of learning.

E-3.11 Have the adults practise deductive reasoning (going from the general to the particular).
Example: Human beings are capable of learning; Dominique is a human being; therefore, Dominique is capable of learning.

E-4.11 Have the adults practise analogical reasoning, which is based on resemblances. (This type of reasoning may be used to suggest hypotheses and can lead to discoveries.)

Example:

Induction
Helen is nice.
Helen is Greek.
Therefore Greeks are nice.

Deduction
Alexander is Greek.
Therefore Alexander is nice.

E-5.11 Ask the adults to follow up an argument with their conclusions.

E-6.11 Have the adults reconstruct a story in pictures, i.e., establish a sequence for various illustrated scenes that have an inherently logical order.

E-7.11 Have the adults tell the picture story covered in E-6.11.

E-8.11 Have the adults draw an analogy between two situations (resemblance established through imagination). **Example**: The heart is like a piston engine; school is like a _____ factory.

E-9.11 Have the adults participate in games of logic, cryptic puzzles, or in the production of comic books.

E-10.11 Ask the adults to solve a mystery. Have them explain how they solved it.

TWELFTH COMPETENCY

E-11.11 Present the adults with riddles, and have them explain how they solved them.

TO BE ABLE TO MAKE DECISIONS, that is, to be able to make choices, to integrate them into their cognitive structure, and to plan the steps to be taken to ensure that the decisions that stem from the choices they have made are applied.

Behavioural indicators for observing this competency
Arrange the environment in such a way that the indicators appear only if the competency is present.

The person:

I-1.12 makes choices;
I-2.12 takes personal values into consideration when making decisions;
I-3.12 makes a decision after taking a reasonable amount of time to consider the options;
I-4.12 adheres to the decision;
I-5.12 determines where, when and how to act (plans).

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by refining their decision-making skills.

E-1.12 Place the adults in situations where they are called upon to make a decision. **Example**: What activity shall we do? When shall we do it? Where?
E-2.12 Asks the adults to list the factors that led them to make certain decisions. (See E-1.12.)
E-3.12 Ask the adults to decide upon the actions to be carried out as a consequence of decisions they have made.
E-4.12 Ask the adults to plan the actions they intend to carry out. **Example**: Who will do what? Where? When? How and why?
E-5.12 Asks the adults to choose between two or more objects or situations.
E-6.12 Have the adults make detailed plans to carry out a project.
E-7.12 Relate a story whose ending depends on a delicate decision. **Example**: We are in a boat, on our way to a small island where we intend to go camping. The boat, which contains everything we need to survive, is in danger of capsizing. To prevent this from happening, we have to throw some things overboard. Make a list of these things (e.g., food, matches, books, alcohol, blankets and ask the adults to decide which of them must be jettisoned first).

THE FOURTH MODE OF FUNCTIONAL LEARNING: *THE ACTIVE MODE*

This mode may be overused or underused, as can each of the competencies it entails.

Overview of the Fourth Mode

- The fourth mode is characterized by action and by emphasis on the emotions.
- Compensation is the main problem encountered in this mode.
- This mode is described in terms of four basic competencies: the ability to take risks, show initiative, assume responsibility and assess one's actions.
- Application is the determining factor in this mode.
- This mode involves the transfer of learning, and the evaluation of it in daily life.
- The transfer of learning often takes place in a climate of insecurity. That is why it is difficult to achieve.
- The transfer of learning enables adults to look at their situation in a more realistic light. It paves the way to autonomy.
- The transfer (action) is particularly important for adults. An urgent need to use what they have learned is characteristic of adult learners.
- Success in the transfer of learning depends on the degree to which adults have managed the three previous modes.
- The transfer of learning is the ultimate goal of training, and the end of the Functional Learning Process. Without it, the adults' living conditions remain unchanged and intervention is practically useless.
- **Application should be encouraged in the fourth mode.** The best way of doing this is to develop the four basic competencies.

Functional learning is impossible without application.

Descriptive Categories: What I need to know about the fourth mode in order to facilitate learning.

- **Characteristics**
- **Main Problem**
- **Basic Competencies**
- **Determining Factor (Overriding Competency)**
- **Intervention:**
  - → **Examples of what I can do in the fourth mode**
  - → **Behavioural indicators and exercises**

➢ **Characteristics: Actions**

The fourth mode is characterized by action. To act means to translate what one has learned into concrete situations of daily life.

The fourth mode is the sphere in which one gives concrete expression to all that relates to affirmation, exploration and the **transfer of learning**. It is the ultimate aim and the culmination of the Functional Learning Process. Action motivates us to continue learning. In action, the experience of **functional pleasure** is particularly intense. (See *functional pleasure* in **Definitions**.) People who favour the fourth mode tend to be rather extroverted (See Other Characteristics on page 55, and the description of extroverted and introverted personality types in Section 5.)

Note: The transfer is a generalization insofar as it consists in reproducing, in a given situation, a behaviour that was learned in another situation.

Example: The third mode provided me with an opportunity to confirm the fact that I had indeed learned new things. So, I decided to act, and set about planning what to do. In the fourth mode, I proceed according to my plan, evaluating it in terms of its effectiveness and the amount of satisfaction it brings me. In this way, I achieve what I set out to do.

➢ **Main Problem: Compensation**

The main problem encountered in the fourth mode consists of obstacles placed in the way of action. This mode can be very trying. It is a time when emotional intensity is very high: the person is simultaneously excited, apprehensive, determined and hesitant. The risks are enormous, and rejection always looms as a possibility. The challenge, in short, is great. More precisely, some people are threatened when called upon to show signs of autonomy. However, without this **subversive** mode to overthrow the established order, nothing can be completed or achieved. Without the transfer of learning into situations of daily life, those situations remain unchanged.

People adopt a defensive behaviour pattern to protect themselves from the uneasiness that stems from their "inability" to act. This behaviour pattern is characterized by **compensation**, which consists in offsetting dissatisfaction in one area by satisfaction in another.

Note: To understand the difficulties adults experience with the transfer of learning, one could examine one's own difficulty when called upon to apply things learned in one situation to another situation.

Example of compensation: I can neither read nor write and, because I find this frustrating, I play sports, which is something I'm quite good at. Or, I smoke or eat excessively.

- **Basic Competencies: Taking Risks, Showing Initiative, Assuming Responsibility and Evaluating One's Actions**

To learn in an effective and satisfying way in the fourth mode, the adults must take risks in the transfer of learning, openly displaying their preferred type of relationship with the environment. They must also be able to show initiative, assume the responsibilities that come with whatever steps they have taken, evaluate the effectiveness of the process and, once it has been completed, determine the degree of satisfaction it brings. Evaluation makes it possible to identify strengths and weaknesses. It also enables one to measure the discrepancy that exists between the situation sought at the outset and the present situation. (See the definition of *motivation* in the first mode.)

Example: How can I learn in a significant way if I cannot "evaluate," if I cannot gauge the impact of my behaviour on my **private and social environment.** (See *environment* in **Definitions**.)

Note: The ability to gauge the impact of one's behaviour on the environment is a condition of meaningful learning.

- **Determining Factor: Application**

Application, which consists in using what one has learned, is the essential and determining factor in the fourth mode. Application may be defined as action aimed at turning what one has learned to good use.

Application consists in putting theoretical knowledge into practice. To apply what one has learned is to make it serve some purpose, verify its effectiveness, and make satisfaction a real possibility. This is the point at which the **anticipation** covered in the first mode is reinforced or undermined (See Determining Factor in the first mode.)

One can promote application by developing the four basic competencies of the fourth mode. One could also do so by encouraging the adults to practise the rules they have learned and to make use of their new knowledge and skills.

Example of application: The adults make use of what they have learned in their daily lives. They are able to evaluate their effectiveness and their degree of satisfaction.

- **Intervention**

Intervention is aimed at empowering people (individually or in groups) by helping them to acquire knowledge and skills that increase their autonomy. It is based on a rigorous diagnosis of the descriptive categories outlined above: the characteristics, main problem, basic competencies and determining factor.

→ **Examples of what can be done in the fourth mode to facilitate learning, using various methods and techniques:**

→ Encourage adults to free themselves from the yoke of **conformity** so that they can act in "conformity" with themselves. This will enable them to discover, or rediscover, the **functional pleasure** that results from affirmative behaviour, as opposed to passive, manipulative or aggressive behaviour. Functional pleasure kindles the desire to start over again.

→ Encourage adults to apply what they planned in the third mode. Have them understand that "knowledge" alone is not enough to change behaviour in an effective and satisfying manner. It must be anchored in direct, concrete experience.

→ Encourage the adults to take initiative, and support them in "risky" behaviours.

→ Put self-evaluation mechanisms in place.

→ Review the transfer of learning. This makes it possible to:

- examine what has been done and left undone, in an attempt to understand why and how things are as they are;
- play down situations of failure (negative reinforcement) without, however, dismissing them;
- reinforce (reward) successful undertakings;
- decide on what should be maintained or modified;
- help adults to take account of the impact of their behaviour on the **private and social environment**.

Note: People should be made aware of their potential impact upon the environment, in other words, of their capacity to provoke reactions and change things in the world around them. They should be able to see themselves as causes (independent variables) that produce effects (dependent variables). This would mark the completion of the learning process.

→ Show how the present mode is related to the previous three modes.
→ Desensitize adults to anxiety-producing situations, and reinforce adaptive behaviour.
→ **Encourage the application of new skills and knowledge - a determining factor in the fourth mode - by developing the four basic competencies of this mode, and by placing adults in situations in which they can develop and use them.** (Determine the factors that account for why something did or did not work. Determine whether the adults feel the same as they did at the beginning of the process, and acknowledge the causes of the change.)
→ Begin learning new skills and knowledge, thereby starting the process over again.

OTHER CHARACTERISTICS

To facilitate the learning experience of those who favour the fourth mode one must remember that they:

- approach situations in an active, concrete and practical manner;
- depend mostly on their ability to adapt;
- like being in learning situations that:
  → make it possible to carry out projects and solve practical problems;
  → allow for discussions in small groups;
  → involve working at home;
- do not like passive learning situations, such as lectures.

- **Behavioural indicators for observing the competencies associated with the fourth mode, and exercises designed to develop them.** (See Section 7.)

THIRTEENTH COMPETENCY

TO BE ABLE TO TAKE RISKS, that is, to be daring and able to take chances, in the knowledge that this may have unpleasant consequences.

Behavioural indicators for observing this competency
Arrange the environment in such a way that the indicators appear only if the competency is present.

The person:

I-1.13 acts despite obvious signs of discomfort with the risk involved (e.g., nervous laughter, irregular breathing, exaggerated gestures);
I-2.13 acts in full awareness that his or her actions may have unpleasant consequences;
I-3.13 acts, even if he or she does not have all the facts;
I-4.13 takes a position in a group, even if he or she is the only one to do so;
I-5.13 defends an unpopular point of view;
I-6.13 dares to call established situations into question.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by providing them with opportunities to take risks and, thereby, to discover their ability to do so.

E-1.13 Have the adults list the steps they must take when it seems that a situation may go wrong.
E-2.13 Create situations in which adults are called upon to take calculated risks (e.g., in making a request, proposing a project or assuming a leadership role).
E-3.13 Ask the adults to relate one or more situations in which they took a risk.
E-4.13 Ask the adults to imagine situations that involve some risk (e.g., speaking in public, demanding one's rights, expressing a need).
E-5.13 Desensitize adults to risky situations. Try to modify negative situations by associating them with positive experiences.
E-6.13 Give a complicated instruction and ask someone to carry it out.
E-7.13 Encourage adults to be assertive at home, at work, and in other situations as well.

FOURTEENTH COMPETENCY

TO BE ABLE TO SHOW INITIATIVE, that is, to be capable of being assertive by making suggestions and taking the steps necessary to carry them out.

Behavioural indicators for observing this competency
Arrange the environment in such a way that the indicators appear only if the competency is present.

The person:

I-1.14 suggests ideas, actions and situations;
I-2.14 is proactive;
I-3.14 suggests changes;
I-4.14 contributes to the life of the group through his or her actions;
I-5.14 spontaneously recounts situations in which he or she had to take the initiative.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually or in groups) by encouraging them to show initiative.

E-1.14 Have the adults list the steps they took after making a decision (e.g., to look for a new apartment, take courses).
E-2.14 Create situations in which adults are called upon to show initiative. (e.g., ask them to organize an activity for the final hour of class).
E-3.14 Ask the adults to relate one or more situations in which they showed initiative.
E-4.14 Ask the adults to imagine situations that provide an opportunity for showing initiative.
E-5.14 Create situations that provide adults with an opportunity to model their behaviour on that of other people who have shown initiative.

FIFTEENTH COMPETENCY

TO BE ABLE TO ASSUME RESPONSIBILITY, that is, to be accountable for the behaviour they have adopted and to assume the consequences for their actions without, however, feeling guilty.

Behavioural indicators for observing this competency
Arrange the environment in such a way that the indicators appear only if the competency is present.

The person:
I-1.15 assumes responsibility for his or her actions;
I-2.15 accepts the consequences of his or her actions;
I-3.15 recognizes his or her share of responsibility subsequent to involvement in a situation;
I-4.15 reaffirms his or her role in an event, regardless of whether the consequences of this event are positive or negative;
I-5.15 expresses his or her sense of responsibility without feeling guilty.

Exercises to develop this competency
These exercises are generally meant to **empower** people (individually in groups) by encouraging them and helping them to assume their responsibilities without feeling guilty.

E-1.15 Have the adults give their reactions to one or more personal experiences (responsibility vis-à-vis success or failure).
E-2.15 Have the adults explain how one or more situations have led to success or failure.
E-3.15 Ask the adults to name a situation in which they feel a sense of responsibility (e.g., motherhood, fatherhood, attaining learning objectives, automobile accidents, congenital birth defects).
E-4.15 Ask the adults to name a situation for which they do not feel responsibility (See E-3.15).
E-5.15 Suggest that the adults objectively examine the situation they have identified, whether or not they feel responsible for it.
E-6.15 Have the adults list situations in which they would enjoy feeling responsible.
E-7.15 Ask the adults to identify situations in which they attribute the success or failure of some undertaking to their own actions.
E-8.15 Set up a situation in which adults can carry out a brief project (e.g., decorating the classroom for Valentine's Day, making a poster).
E-9.15 Give adults the responsibility of helping their colleagues in various endeavours, such as becoming familiar with the training centre, or learning.

SIXTEENTH COMPETENCY

TO BE ABLE TO EVALUATE, in other words, to be able to gauge the effectiveness of their actions and their degree of satisfaction by examining the effect of their behaviour on themselves and their environment.

Behavioural indicators for observing this competency
Arrange the environment in such a way that the indicators appear only if the competency is present.

The person:

I-1.16 illustrates, using concrete examples, ways in which his or her actions have been effective;
I-2.16 expresses, in concrete terms, how his or her actions are satisfying;
I-3.16 compares the goal of his or her actions with the results;
I-4.16 discovers the effect of his or her behaviour on the environment;
I-5.16 identifies ways in which his or her behaviour affects himself or herself;

I-6.16 demonstrates that, in a given situation, he or she was able to use the competencies that were required.

Exercises to develop this competency

These exercises are generally meant to **empower** people (individually or in groups) by supporting them in evaluating how effective they have been and in determining the degree of satisfaction they feel with respect to the entire process.

E-1.16 Have the adults use a grid to evaluate the extent to which they have attained the learning objectives.
E-2.16 Ask the adults how they know whether the objectives have been attained.
E-3.16 Ask the adults to describe the method they use to evaluate the effectiveness of the learning process and the satisfaction they feel in learning.
E-4.16 Have the adults comment on the outcome of a learning project.
E-5.16 Have the adults relate how they carried out a personal project.
E-6.16 Have the adults explain why they think an objective was or was not attained (in terms of what they wanted to accomplish).
E-7.16 Help to determine the criteria to be used to evaluate a situation.

NOTES ON THE TRANSFER OF LEARNING

The transfer of learning - which must not be confused with the preparatory activities in the third mode - occurs in daily life situations. People's learning environment, like their everyday milieu, constitutes a real environment in which daily life situations develop. It is possible, therefore, to observe the transfer of learning in this environment as well. That is why it is essential that the learning environment be set up to facilitate the transfer of learning in ways that can be observed and evaluated.

A certain number of rules must be respected in order to maximize the chances of a successful transfer of learning. The stimuli of the learning situation may be different from, similar to or identical with those encountered in daily life. The same holds for responses (behaviours). Research shows that the transfer of learning is most likely to occur when, in both situations, the stimulus is similar and the response identical. This is explained by the law of similarity. (See the table below.)

Example: If the situation in the workshop (obtaining information from the principal of the centre) is similar to one in daily life (obtaining information from the landlord), and if the response is identical (writing a letter to obtain information), there is a good chance that the person is reproducing the learned behaviour (letter writing) in real life.

Note: A distinction is usually made between the following types of transfer: positive versus negative (what has already been learned accelerates or slows down new learning), lateral versus vertical (what has already been learned is reinvested in new learning (same or higher level of difficulty), sequential (what has already been learned constitutes a prerequisite for new learning).

The rules that govern the positive and negative transfer of learning are illustrated below. They show how the type of transfer varies depending on whether the stimulus and response are different, identical or similar **in the learning situation and in daily life**.

•**Stimulus**	different	identical	similar	identical	similar
•**Response**	identical	different	identical	similar	different
•**Transfer**	positive	very negative	VERY POSITIVE	positive	negative

Keep in mind that:

- learning that has not been acquired cannot be transferred.
- one type of learning cannot lead to another type of transfer.
- if no transfer occurs, it may be that what was learned simply cannot be used or transferred.

The learning that is transferred includes the knowledge and skills associated with mother tongue, arithmetic and the elements of knowledge, as well as the knowledge and skills developed in connection with customized literacy training and the Functional Learning Process (the four modes and the 16 basic competencies).

Examples: If I have learned to express myself better, calculate more effectively, equip myself, participate in social life, gather information (second mode) and make decisions (third mode), I can certainly use what I have learned in daily life situations. (The latter are, of course, ideal situations for using what has been learned, as well as for learning new things.)

EXAMPLES OF THE TRANSFER OF LEARNING IN THE LEARNING CENTRE

- Going to the administration office to give one's opinion of life in the learning centre
- Helping the teacher to set up the room that will be used as a workshop
- Helping another adult during a visit to the centre, in the organization of the workshop or in the learning of specific concepts
- Asking questions in front of a group (even though it makes me nervous)
- Communicating with the teacher, as well as with the other adults (knowing how to listen and communicate)
- Working with others (putting the letters of the alphabet up on the wall, in the appropriate order)
- Preparing and carrying out a project (e.g., outing, party)
- Taking part in the activities of the student council
- Using vending machines
- Going to the cafeteria alone and buying what one wants
- Looking for a telephone number in the phone book, in order to help another adult
- Helping to write a newspaper article, a short story or book

SECTION 3: THE USEFULNESS OF THE FUNCTIONAL LEARNING PROCESS

"Think globally, act locally." Charles Dubos

Show the same interest in the learning PROCESS as one does in one's health. Act with vigilance, simplicity, rigour and realism.

Account for a maximum number of facts using a minimum number of concepts.

The Functional Learning Process incorporates the main experimental and empirical findings on learning (see Section 8). Many people look upon it with interest. They appreciate the extent to which the process makes it possible to translate into action a principle first enunciated by Skinner (1968) and subsequently taken up by researchers and teachers of various persuasions: one must learn how to learn.

The fundamental usefulness of the process is manifested in two ways: it serves as a practical tool that helps one to function, to solve problems and carry out projects in daily life; and it facilitates learning.

A PRACTICAL TOOL

3.1 The process constitutes a descriptive model to which educators can refer. It is useful to be informed about the learning process (one's own and others') as learning problems arise.

3.2 The process constitutes a grid for evaluating daily life experiences. **Example:** Which competencies will be the most useful in a given situation? Do I have these competencies? In what "state" are they? (Are they adapted or not?)

3.3 The process represents a rigorous means of intervention in situations where the person is called upon to solve problems or carry out projects. (The complexity of what is to be learned requires systematic intervention to identify the variables that lead to success or failure.)

3.4 The process, as described, simplifies reality in order to make it more comprehensible.

FACILITATING LEARNING

3.5 Repeated application of the process (one really learns by doing, by taking a chance) facilitates mastery of it and makes it function more smoothly. One notices an increase in efficacy and satisfaction. **The process must be used if it is to be perfected.**

3.6 The process is a tool that promotes optimum learning, in other words, the best that can be accomplished in any given set of circumstances.

3.7 The process draws upon all of the resources conducive to learning and, in this respect, stimulates creativity.

3.8 The process enhances metacognitive skills, in other words, it increases the person's knowledge of cognitive content and strategies and the factors that influence them.

3.9 The process fosters active participation in learning and develops feelings of competency, belonging and responsibility.

3.10 The process enables learners to become aware of the fact that they are engaged in a process of learning and that their behaviour has an effect upon the environment. In this way, learning becomes meaningful.

SECTION 4: INTERVENTION THAT TAKES ACCOUNT OF THE FUNCTIONAL LEARNING PROCESS

Simplify reality to make it more understandable.

There is nothing more practical than a good theory.

Direct intervention promotes effectiveness and satisfaction.
It attempts to bypass ideological intermediaries.

Using the Functional Learning Process entails following the rules listed below:

4.1 Taking the process into account involves adopting a systematic approach with a view to educating the adult. And this approach, in turn, involves teaching according to the process (i.e., **helping to learn**) and teaching the process (i.e., **learning to learn**).

Note: "To teach" [ME *techen*], fr. OE *t can*, to show, instruct; akin to OE *t cen, t cn* sign, token...] *vt* **1** *obs.* SHOW, GUIDE, DIRECT.

4.2 Taking the process into account means taking the sensory apparatus into consideration, i.e., appealing to the senses of sight, hearing, touch, smell and taste.

4.3 Taking the process into account involves learning in ways that draw upon the strong basic competencies (preferential model), while, at the same time, working to develop the weak basic competencies (compensatory model).

4.4 Taking the process into account involves determining the who, what, when, where, why and how of any phenomenon.

4.5 Taking the process into account involves giving priority to the person's **private and social** environments and to the interactions between these environments and the learner.

4.6 Taking the process's potential into account means adopting a realistic attitude and openness with others. (A glass can contain only so much water. Students should be provided with as much as they can absorb; however, there is no point in overloading them with more than they can assimilate.)

4.7 Taking the process into account (style and profile) means taking into consideration the images people have of themselves (i.e., the positive and negative labels, and the realistic and unrealistic attitudes which they have **learned** to apply to themselves). Of all the characteristics of adult learners, self image (including self-esteem) is probably the factor that exerts the greatest influence on how well they learn.

The following formula illustrates this fact: one's **b**ehaviour, at any given **m**oment, **d**epends on one's **s**en**s**e of one**s**elf in interaction with the **e**nvironment at that particular **m**oment.

$$[\ B_m\ d\ Sse\ (S{:}E)_m\ ]$$

4.8 Taking the process into account involves remembering that the various aspects of the **social and private environment** are all STIMULI that lead to positive and negative cognitive and emotional RESPONSES
(i.e., learned behaviour that can be modified) .
Note: Letters, syllables, words, sentences and numbers are all stimuli.

4.9 Taking the process into account makes it possible to apply an important principle of learning: One must help people to discover the causal relationships that exist between their behaviour and the results of this behaviour in the **private and social environment**.

4.10 Taking the process into account makes it possible to determine and modify the adult's "control mechanisms." (See Characteristics in the third mode.)

4.11 Taking the process into account means systematically and continually applying a learning metastrategy (i.e., the process itself) to create learning situations designed to empower the person. (See Section 1, 1.8.)

4.12 Taking the process into account involves understanding and helping others to understand the importance of drawing upon the Functional Learning Process.

4.13 Taking the process into account means that one takes the time to prepare oneself, to observe one's actions and modify one's behaviour. It is as "natural" to take the time to manage one's learning process as it is to plan a meal or a trip.

4.14 Taking the process into account means making room for creativity. The need to draw upon each mode and competency in no way limits the WAY in which these modes and competencies will be used.

4.15 Taking the process into account means keeping in mind that:

- → during periods of emotional upheaval, cognitive learning is inhibited (first mode);
- → knowledge is power (second mode);
- → it is important to realize that learning can be applied in various situations of daily life (third mode);
- → the transfer of learning constitutes the ultimate goal of training and the completion of functional learning. Without it, the learner's living conditions remain unchanged and intervention is, so to speak, pointless (fourth mode).

4.16 Taking the process into account means specifying the kind of learning process that is under consideration. The more complex the experience is for the person, the more it needs to be repeated. Thus, it should take longer and be repeated more often.

Examples: You learn how to operate a lawn mower. This can usually be accomplished fairly quickly, and in one session. Or you learn to interact with a person who does not "think" in the same way as you. This process, however, takes longer and requires more than one try. The same holds for learning concepts in grammar, arithmetic and other subjects.

4.17 Taking the process into account means taking account of **one's own process**, in other words, understanding it and the factors that influence it. A person's learning process plays a major role in the way he or she interacts with the environment. That it why it is important to understand one's own style of learning, as well as the styles of learning of the people one is working with.

4.18 Taking the process into account means keeping in mind that it is **learned** by operant and respondent conditioning and that it can be reinforced by education aimed at functional autonomy. (See Section 1, 1.8).

TABLE 1: THE FUNCTIONAL LEARNING PROCESS: A SYSTEM

First Learning Mode	Second Learning Mode	Third Learning Mode	Fourth Learning Mode
CHARACTERISTICS: EMOTIONS	CHARACTERISTICS: PERCEPTION	CHARACTERISTICS: COGNITION	CHARACTERISTICS: ACTIONS
▸ FEELING I feel	▸ EXPLORING I explore I feel	▸ UNDERSTANDING I understand I explore I feel	▸ DOING I do I understand I explore I feel
MAIN PROBLEM: AVOIDANCE	MAIN PROBLEM: REPETITION	MAIN PROBLEM: RATIONALIZATION	MAIN PROBLEM: COMPENSATION
basic competency 1. I am able to live in the present.[ ] 2. I am able to be open to the learning experience.[ ] 3. I am able to get involved emotionally.[ ] 4. I am able to trust my intuition.☞ [ ]	**basic competency** 5. I am able to gather information.[ ] 6. I am able to select information.[ ] 7. I am able to organize information.[ ] 8. I am able to describe information. ☞ [ ]	**basic competency** 9. I am able to use words and concepts.[ ] 10. I am able to make judgments.[ ] 11. I am able to reason.[ ] 12. I am able to make decisions and plan. ☞ [ ]	**basic competency** 13. I am able to take risks.[ ] 14. I am able to show initiative.[ ] 15. I am able to take on responsibilities.[ ] 16. I am able to evaluate my effectiveness and satisfaction ☞ [ ].
OVERRIDING COMPETENCY: MOTIVATION	**OVERRIDING COMPETENCY: ATTENTION**	**OVERRIDING COMPETENCY: GENERALIZATION**	**OVERRIDING COMPETENCY: APPLICATION**

☞: KEY COMPETENCIES

THE FUNCTIONAL LEARNING PROCESS IS LEARNED THROUGH CONDITIONING. THIS LEADS TO RESPONDENT [S2-(S1) ▸ R±] AND OPERANT BEHAVIOURS [R ▸ S±], WHICH ARE INEXTRICABLY LINKED

S = stimulus R = response

Table 2: The Functional Learning Process: A Spiral

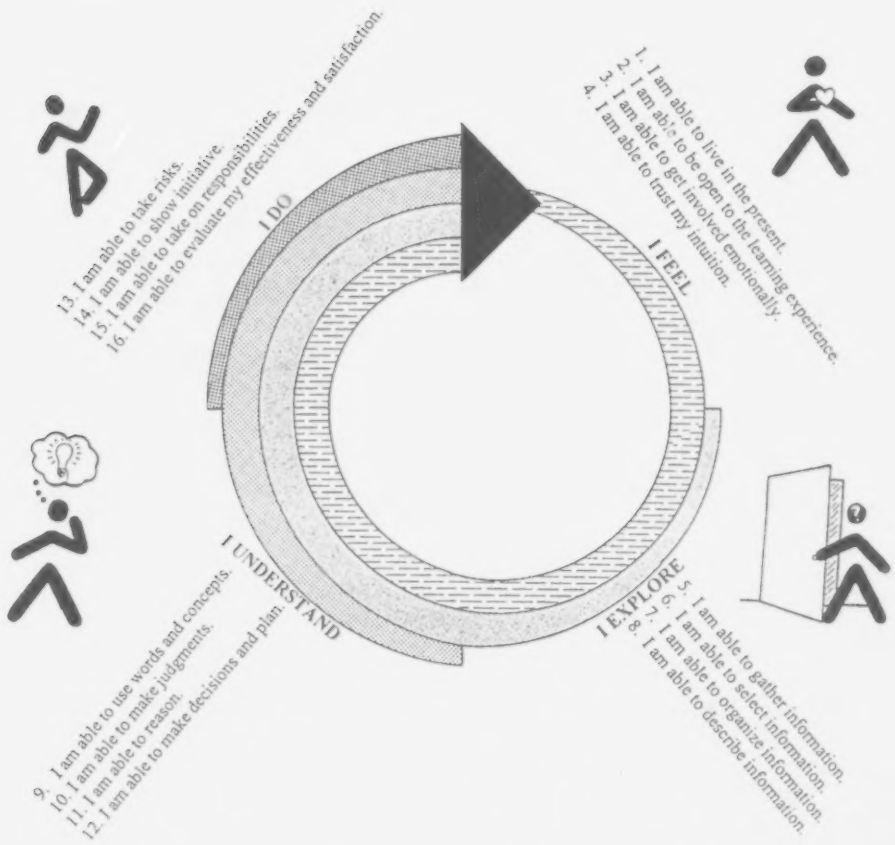
I DO
I FEEL
I EXPLORE
I UNDERSTAND
13. I am able to take risks.
14. I am able to show initiative.
15. I am able to take on responsibilities.
16. I am able to evaluate my effectiveness and satisfaction.
1. I am able to live in the present.
2. I am able to be open to the learning experience.
3. I am able to get involved emotionally.
4. I am able to trust my intuition.
5. I am able to gather information.
6. I am able to select information.
7. I am able to organize information.
8. I am able to describe information.
9. I am able to use words and concepts.
10. I am able to make judgments.
11. I am able to reason.
12. I am able to make decisions and plan.

Table 3
HOW TO TEACH THE FUNCTIONAL LEARNING PROCESS
[Learning How to Learn]

I teach each of the four steps in a progressive manner, ensuring that each step is mastered before going on to the next.

1.	**First, I inform the adult that there is a way to learn that is effective and satisfying: The Functional Learning Process.** • The process uses the four most important modes of our personality: our **feelings/emotions**, our **perceptions** (5 senses), our **cognition** (thoughts, imagination) and our **actions**. • The four modes are sequential: we feel, we explore, we understand, and we act, or do. After we have acted on something, the process begins all over again. If it went well, it will probably go even better the next time. If it was unsuccessful, then there will be problems with the next learning situation as well.
2.	**Then I inform the adult that with each mode there is a problem that needs to be overcome.** • In the first mode, we tend to **avoid** new learning experiences, instead of letting ourselves **feel** what we are experiencing as we learn. • In the second mode, we tend to **repeat** what we know already, instead of **exploring** new avenues. • In the third mode, we tend to **rationalize**, refusing to question our convictions instead of trying to **understand** new realities. • In the fourth mode, we tend to **compensate** in a variety of ways instead of **applying** (action) our newly learned skills in daily life.
3.	**Next, I inform the adult that each mode is made up of four competencies which are prerequisites to learning. They must be developed.** • In the first mode, we must be able to focus on the present, be open to the learning experience, be emotionally involved and be able to trust our intuition. • In the second mode, we must gather, select, organize and describe information. • In the third mode, we must understand and apply concepts, make judgements and be able to reason, plan and make decisions. • In the fourth mode, we must be able to take risks, show initiative, assume responsibility and evaluate our effectiveness and satisfaction with respect to the entire process.
4.	**Finally, I inform the adult that each mode has a determining factor, or "overriding competency," which must be developed.** • In the first mode, **motivation** is indispensable, as it makes the whole learning process interesting. • In the second mode, it is important to be **attentive** if we are to make our first real contact with the information to be learned. • In the third mode, we need to be able to **generalize** so that we can see where the new skills we are learning can be applied in daily life. • In the fourth mode, we must learn to **apply** what we have learned, as this completes the learning process and ensures that we are modifying aspects of our own living conditions.

TABLE 4
HOW TO TEACH AND LEARN USING THE FUNCTIONAL LEARNING PROCESS

HOW TO TEACH USING THE FUNCTIONAL LEARNING PROCESS (How to help someone learn how to learn)	HOW TO LEARN USING THE FUNCTIONAL LEARNING PROCESS (How to help yourself learn how to learn)

(See Appendix)

FIRST MODE: FEELING MOTIVATION	FIRST MODE: FEELING MOTIVATION
1. Present the learning which is to take place. Verify the learners' reactions and motivations. Show learners the importance of learning. Play down their fears and hesitancies without, however, making them seem unimportant. Facilitate the development of the four basic competencies of the first mode by placing the adults in situations where they can practise and improve upon them.	1. I am focused on the present. I am keen to start the learning process. I am stimulated to learn. I feel that this will be interesting, that I will learn a lot, that this will be a profitable experience for me, that this will change my life.
SECOND MODE: EXPLORING ATTENTION	**SECOND MODE: EXPLORING ATTENTION**
2. Transmit the content to be learned, using various means (methods, techniques...) Assist the adult in acquiring the necessary knowledge. Do this through passive techniques (giving talks, showing films) or active techniques (discussions, interviews, research...) Foster the development of the four basic competencies of this second mode, by placing the adults in situations where they can practise and improve upon them.	2. I participate by listening, by asking questions, by discussing. I find information through various sources (people, books, television, radio, newspapers...) I read and organize my class notes. I make tables. I review all of the information I have. I draw up a "profile" or overall picture of the information I have gathered.
THIRD MODE: UNDERSTANDING GENERALIZATION	**THIRD MODE: UNDERSTANDING GENERALIZATION**
3. Verify comprehension by means of tests, questions, exercises and discussions. Help the adults find situations in their daily lives where their new learning can be applied. Assist in planning this application. (Who will do what? Where? When? How?) Encourage the adults to take action. Foster the development of the four basic competencies of the third mode, by placing the adults in situations where they can practise and improve upon them.	3. I compare my information. I make connections. I imagine a problem and then attempt to solve it. I do exercises and correct them. I readjust my understanding of things. I try hard to synthesize the essentials of the information I have assimilated. I find situations where I will be able to use my new knowledge. I decide what I will do, and where, when and how I will do it.
FOURTH MODE: DOING APPLICATION	**FOURTH MODE: DOING APPLICATION**
4. Help the learners evaluate their actions. Play down their failures without, however, making them seem unimportant. Reinforce efforts and successes. Encourage the adults to carry on. Propose other learning to be acquired. Foster the development of the four basic competencies of the fourth mode, by placing the adults in situations where they can practise and improve upon them.	4. I dare to act, even if I have not yet perfectly understood, mastered or controlled all that I have learned. I apply my learning and thereby make it explicit, concrete and useful. I readjust my actions. I go back to the result I have obtained. I verify its effectiveness and the satisfaction that I have gained from it, at the end of my learning process. I become aware of the degree of real power that I possess. I open myself up to a new learning experience.

TABLE 5
To Learn More Easily

To learn more easily and to function more effectively in daily life, I use my Functional Learning Process.

1. **I take the time to understand how I feel about what I want to learn, about my motivation and my fears.**

2. **I focus on the information I need to know in order to learn what I want to learn.**

3. **I check whether I have understood, whether I have really learned something new. I select a situation in my life in which I plan to use what I have just learned.**

4. **I use what I have learned in my everyday life and thereby improve my living conditions.**

J.P.

SECTION 5: PROTOCOL TO ENSURE A CLEAR UNDERSTANDING OF THE 32 STATEMENTS IN THE FUNCTIONAL IDENTITY TEST
(Whenever explanations are required)

5.1 FUNCTIONAL STYLES

5.2 EXTROVERTED AND INTROVERTED PERSONALITIES

5.3 EXPLANATIONS OF THE 32 STATEMENTS ON THE FUNCTIONAL IDENTITY TEST

Notes

- For rules pertaining to the administration, correction and interpretation of the test, see Patry, 1989b: Chapter 4.
- When doing the test, participants should use the answer sheet. This gives instructions, along with the 32 statements and the tables containing the results.
- To ensure that the 32 statements are clearly understood, use the explanations that follow (when necessary).

5.1 FUNCTIONAL STYLES

The Functional Learning Process describes the way people function. It is possible, using the functional identity test, to recognize functional learning profiles and styles. People's learning styles can help us to understand their capacity to function effectively under the stress that comes from their environment. In addition, people's learning styles play a major role in the way they interact with their environment. Thus it is highly desirable that people know their own styles and those of the people around them. The various functional styles may be described as follows:

- **The emotive-perceptive style**, which occurs when emphasis is on the first and second modes. (See the descriptions of these modes in Section 1.) People who exemplify this style are characterized by their originality. In their studies, they generally opt for the humanities, the liberal arts and the helping professions. Such people generally have introverted or extroverted personalities. First mode: extroversion; second mode: introversion.
  (See 5.2: Extroverted and Introverted Personalities.)

- **The perceptive-cognitive style**, which occurs when emphasis is on the second and third modes. (See the descriptions of these modes in Section 1.) People who exemplify this style are characterized by their ability to create theoretical models. In their studies, they generally opt for the basic sciences, mathematics and project design. Such people generally have introverted personalities. Second and third modes: introversion.
  (See 5.2: Extroverted and Introverted Personalities.)

- **The cognitive-active style**, which occurs when emphasis is on the third and fourth modes. (See the descriptions of these modes in Section 1.) People who exemplify this style are characterized by their ability to put ideas into practice (they base themselves on rational ideas). In their studies, they generally opt for engineering and technical and practical fields. Such people generally have introverted or extroverted personalities. Third mode: introversion; fourth mode: extroversion.
  (See 5.2: Extroverted and Introverted Personalities.)

- **The active-emotive style**, which occurs when emphasis is on the fourth and first modes. (See the descriptions of these modes in Section 1.) People who exemplify this style are characterized by their ability to execute and follow through on projects. In their studies, they generally opt for management, public relations and organization. Such people generally have extroverted personalities. Fourth and first modes: extroversion.
  (See 5.2: Extroverted and Introverted Personalities.)

5.2 EXTROVERTED AND INTROVERTED PERSONALITIES

According to Jung (1963) and Eysenck (1959)

There are few if any examples of purely extroverted or introverted personality types. Although they differ, each represents a healthy way of seeing life. Each is a "disposition" that may evolve in ways which take account of the environment. For Eysenck, these dispositions are genetically determined properties of the central nervous system.

The "typical" extroverted personality (first mode: extroverted-emotive; fourth mode: extroverted-active): Extroverts are sociable, like being with others, have many friends, feel a need to communicate with others and do not like reading or learning alone. They like taking risks and acting upon impulse. They are fond of jokes, always have a ready answer and often wish to change what they are doing. They show their feelings, but have a short temper and are prone to anger. On the whole, they do not manage their feelings or behaviour in any systematic manner, and are often in need of guidance. They are optimistic and do not harbour ill feelings.

Extroverts tend to direct their energy outward. They feel at home in the world, are supportive of others and tend to focus on the qualities that all people have in common. Objectivity is of prime importance. The events taking place in the world around them are what matter most, and have played a decisive role since their birth. Their control centre tends to exist outside themselves. (See Characteristics in the third mode.)

Extroverted personality types also possess the following traits:

1. Their reactions to situations (e.g., success, failure, wins and losses) are immediate, rather superficial and short-lived.
2. Their conditioned fear responses (e.g., social or school-related phobias) are not easily stimulated and abate readily.
3. They function more effectively under stress.
4. They may have attention-deficit problems (see the second mode).
5. They rarely have problems adapting to situations.
6. They tend to be dependent in their interpersonal relationships.
7. They establish horizontal relationships with others (wide acquaintanceship).
8. They are mainly visual (first mode: visual-emotive; fourth mode: visual-active.)
9. The right hemisphere may be dominant.

See Table 6.

The "typical" introverted personality (second mode: introverted-perceptive; third mode: introverted-cognitive): Introverts are calm, retiring and introspective, prefer books to people, and are reserved and distant with all but their intimate friends. They stay in the background and are wary of acting on impulse. They avoid emotions, take the time required to deal with each thing in turn and generally have a well-organized lifestyle. They do not disclose their feelings, rarely act aggressively, and are not prone to anger. Trustworthy and somewhat pessimistic, they attach great importance to moral values.

Introverts tend to direct their energy inward. They do not cut themselves off from the world, but communicate with it by means of their inner "vision." In their eyes, every human being is unique and original. Subjectivity is of prime importance. Their subjective reaction to the events taking place in the world around them is a decisive factor in their lives. They are primarily interested in the meaning of events, and do not react as hastily as the extroverted personality. Their control centre tends to be found within themselves. (See Characteristics in the third mode.)

Introverted personality types also possess the following traits:

1. They react slowly to situations (e.g., success, failure, wins and losses) and their reactions are profound and long-lasting.
2. Their conditioned fear responses (e.g., social or school-related phobias) are easily stimulated and do not abate easily.
3. They do not function well under stress.
4. They do not have any particular attention-deficit problems (see the second mode).
5. They often find it difficult to adapt to situations.
6. They tend to be independent in their interpersonal relationships.
7. They establish vertical (in-depth) relationships with others.
8. They are mainly auditory (second mode: auditory-perceptual; third mode: auditory-cognitive.)
9. The left hemisphere may be dominant.

See Table 6.

5.3 EXPLANATIONS OF THE 32 STATEMENTS ON THE FUNCTIONAL IDENTITY TEST

Explanations one could give to learners to help them understand the 32 statements on the Functional Identity Test. Read each statement before giving the explanations that accompany it.

The explanations that follow refer to various types of situations encountered in everyday life. When answering the questions, it is not necessary to think of a specific situation, but, rather, of how you act in most of the daily life situations you experience.

1. **I am interested in the present, in the here and now.**
   - You are more interested in what is happening at the present moment.
   - You find the present more interesting than the past or the future.

2. **I am open to new experiences and phenomena, and I take the time to explore them.**
   - You take an active interest in new feelings (desires, fears, etc.) or thoughts (going back to school, why suffering exists, etc.).
   - You take an active interest when someone suggests a new activity to you.

3. **I am capable of becoming emotionally involved in a situation because I am in touch with my sensations, feelings and emotions.**
   - When you feel sad or distressed, you do not close yourself off to the experience.
   - When you feel happy or joyful, you experience the emotion to the full.

4. **I let my impressions and my intuition be my guide.**
   - "It's just a feeling, but…"
   - You listen to your gut feelings.

5. **I attribute importance to my needs as they arise.**
   - When you have a need, you immediately attend to it.
   - Whether you are hungry or thirsty, or need a little tenderness, you take steps to satisfy these needs as soon as possible.

6. **I feel at ease with things that are different and that change my daily habits.**
   - You like it when things are happening in your life.
   - You like it when new things are happening around you.

7. **I allow myself to be affected by events.**
   - When something happy or sad happens, you laugh or cry if you feel the need to do so.
   - You sometimes laugh or cry when you watch a television show.

8. **I trust my feelings.**
   - When something tells you that things are going to go well or poorly, you take this into consideration.
   - You sometimes agree to do something without being fully aware of the consequences, because you feel that things will turn out all right.

9. **When I set out to explore a situation that interests me, I am able to obtain all the information I need.**
   - When you want to solve a problem or carry out a project, you are able to find all the information you need.
   - You know where to go to obtain the information you need; you know what to look up, and when.

10. **I am able to select the important elements of a situation.**
    - When you have a lot of information to deal with, you are able to recognize those pieces that are important for you.
    - If you have a problem to solve, whether it be school-related, personal or professional, you recognize what can help you to resolve your situation.

11. **I am able to classify and organize the elements I consider important in a given situation.**
    - You are able to establish order in information that you receive or collect.
    - If someone asks you to group similar objects, words or photographs, you are able to do so.

12. **I am able to describe the conclusions I have reached after carefully examining a situation.**
    - You are able to describe the information at your disposal.
    - You are able to assess all the information you have obtained.

13. **I am able to find information on a situation when necessary.**
    - You can obtain whatever information is required to meet a specific need. (For example, when you want to know how to get somewhere, how to register for a course, or what clothes to wear for a special occasion.)
    - If you want to know something, you take whatever steps are required to find it out, without asking someone else to do it for you.

14. **I can recognize what is important in the situations I examine.**
    - Once you have obtained the information you need, you are able to distinguish the aspects of it that are useful and those that are not.
    - You are able to pick out the significant elements in a complex situation soon after you have experienced it.

15. **I am able to establish order in the information I have on a specific situation.**
    - You are able to organize information that comes to you from other people, as well as from newspapers, radio or television.
    - When you obtain information at the tourist information office, you are able to classify it by region, or in terms of the places that interest you.

16. **I am able to describe a situation that I have just explored.**
    - You are able to list the information you have gathered on any specific subject.
    - When you come back from a vacation or trip, you are able to relate everything you have seen.

17. **I know and use the words I need to express what I want to communicate.**
    - When you want to speak to someone about a specific matter, you are able to do so.
    - You say what you want to say because you have the verbal skills to do so.

18. **I am able to assess what I have seen and experienced.**
    - You are able to say whether or not you liked something you personally experienced.
    - You are able to say whether a recent experience was beneficial or detrimental to you.

19. **I am able to reason logically, taking the time I need to calmly analyze a situation.**
    - When you are engaged in discussion, you are able to remain calm and keep your ideas clear, even if the situation is annoying.
    - When you feel strongly about something, you use rational argument to defend your views.

20. **I am able to make choices, to integrate them with my value system, and to make decisions.**
    - When you have to make a choice, you take into account your likes and dislikes.
    - When you make a decision, you take your values into consideration.

21. **I have the vocabulary I need to exchange ideas with others.**
    - When you have something specific to say, whether to friends or strangers, you say it.
    - When you want to express something, you find the words to express it.

22. **I am able to express an opinion about events.**
    - You are able to say what you think when something significant happens to someone you know.
    - You have opinions on what is happening around you, and you make sure that they are heard.

23. **I have at my disposal the arguments I need to prove my point.**
    - You are adept at communicating your ideas to others.
    - You are able to explain why you think the way you do in any given situation.

24. **Once I have decided to do something, I am able to determine the best way to proceed.**
    - You are able to prepare yourself to do something you wish to do.
    - When you undertake a project, for example a trip, you always make sure that it is well planned.

25. **I am able to take risks.**
    - You are able to take risks, even if it scares you.
    - If someone offers you a job for which you are not qualified and tells you that you can learn on the job, you take a chance and say yes.

26. **I can assert myself by showing initiative.**
    - You do things without waiting for others to do them first.
    - When those around you are unhappy with a situation, you propose changes.

27. **I am able to assume responsibility for my actions, without feeling guilty.**
    - When you do something that seems right to you, you do not feel bad about it.
    - You have no trouble acknowledging your responsibility for the success or failure of a project in which you participated.

28. **I am able to gauge the intensity of my satisfaction by examining the effect of my behaviour on my environment and on myself.**
    - You can say whether or not you are satisfied once you see the effects of your behaviour.
    - You are able to name the reasons for your success or failure.

29. **I act even though I know that something unpleasant may happen to me.**
    - Sometimes you act, telling yourself: "nothing ventured, nothing gained."
    - You undertake projects even when you are not sure that they will succeed.

30. **I take the lead without waiting for others to do so.**
    - When you decide to suggest or do something, you do it.
    - Sometimes you are the first to do something new.

31. **I assume responsibility for my actions, even if they may lead to conflict.**
    - When you act in a specific situation, you can acknowledge your responsibility even when things turn out more or less well.
    - You assume your obligations, even in difficult situations such as raising children or pursuing your studies.

32. **I am able to evaluate the effectiveness of my actions for the purpose of attaining specific objectives.**
    - When you speak or act on behalf of a specific goal, you are able to gauge whether or not you were effective.
    - When you finish a project, you are able to analyze how things went and to identify what worked and what didn't.

TABLE 6: THE MODES OF THE FUNCTIONAL LEARNING PROCESS AND HOW THEY RELATE TO EXTROVERTED AND INTROVERTED PERSONALITIES

FIRST MODE **Emotions: Feeling**	SECOND MODE **Perception: Exploring**	THIRD MODE **Cognition: Understanding**	FOURTH MODE **Actions: Doing**
extroverted personality 1. Reactions: rapid fall, slow rise⇑ 2. Conditioned fears⇓ 3. Effectiveness⇑under stress⇑ 4. Attention⇓ 5. Adaptation⇑ 6. Dependence⇑ 7. Horizontal relationships (wide acquaintanceship) ⇑ 8. Visual-emotive⇑ 9. Right hemisphere⇑?	**introverted personality** 1. Reactions: rapid fall, slow rise⇑ 2. Conditioned fears⇑ 3. Effectiveness⇓under stress⇑ 4. Attention⇑ 5. Adaptation⇓ 6. Dependence⇓ 7. Vertical relationships (in-depth) ⇑ 8. Auditory-perceptual⇑ 9. Left hemisphere⇑?	**introverted personality** 1. Reactions: rapid fall, slow rise⇑ 2. Conditioned fears⇑ 3. Effectiveness⇓under stress⇑ 4. Attention⇑ 5. Adaptation⇓ 6. Dependence⇓ 7. Vertical relationships (in-depth) ⇑ 8. Auditory-perceptual⇑ 9. Left hemisphere⇑?	**extroverted personality** 1. Reactions: rapid fall, slow rise⇑ 2. Conditioned fears⇓ 3. Effectiveness⇑under stress⇑ 4. Attention⇓ 5. Adaptation⇑ 6. Dependence⇑ 7. Horizontal relationships (wide acquaintanceship) ⇑ 8. Visual-active⇑ 9. Right hemisphere⇑?
Characteristics: Emotions (Feeling)	**Characteristics**: Perception (Exploring)	**Characteristics**: Cognition (Understanding)	**Characteristics**: Actions (Doing)
Main Problem: Avoidance	**Main Problem:** Repetition	**Main Problem**: Rationalization	**Main Problem:** Compensation
Basic Competencies **To be able to**: live in the present, be open to experience, become emotionally involved, and trust one's impressions or intuition	**Basic Competencies** **To be able to**: gather, select, organize and describe information	**Basic Competencies:** **To be able to:** conceptualize and make statements, make judgments, reason logically, and make decisions and plan.	**Basic Competencies:** **To be able to**: take risks, show initiative, assure responsibility, and evaluate their effectiveness and satisfaction
Determining Factor: Motivation (0verriding competency)	**Determining Factor**: Attention (Overriding competency)	**Determining Factor:** Generalization (Overriding competency)	**Determining Factor:** Application (Overriding competency)
To facilitate the learning experience of those who favour the first mode one must... (See Section 2, first mode.)	**To facilitate the learning** experience of those who favour the second mode one must... (See Section 2, second mode.)	**To facilitate the learning** experience of those who favour the third mode one must... (See Section 2, third mode.)	**To facilitate the learning** experience of those who favour the fourth mode one must... (See Section 2, fourth mode.)

SECTION 6: TEST YOUR KNOWLEDGE

Comprehension Exercises: Third Mode

6.1 TEST ON THE FUNCTIONAL LEARNING PROCESS

6.2 MINI CASE STUDIES

6.3 ASSOCIATIONS: BEHAVIOURAL INDICATORS AND COMPETENCIES RELATED TO THE FUNCTIONAL LEARNING PROCESS

6.4 ASSOCIATIONS: EXERCISES AND COMPETENCIES RELATED TO THE FUNCTIONAL LEARNING PROCESS

6.5 CORRECTION KEY

The exercises presented in this section make it possible to check the learners' comprehension of the main ideas associated with the Functional Learning Process. These exercises prepare learners to take concrete action, a step which is covered in the next section.

6.1 TEST ON THE FUNCTIONAL LEARNING PROCESS

		True	False
1.	The Functional Learning Process results from the actualization of the person's potential through learning.	[ ]	[ ]
2.	The process includes three essential modes and one optional one.	[ ]	[ ]
3.	The emotive and perceptual modes are more or less introverted modes.	[ ]	[ ]
4.	People who possess a cognitive-active style base their actions on rational arguments.	[ ]	[ ]
5.	The fourth mode of the process corresponds to the transfer of learning, which must occur if the learners' living conditions are to change.	[ ]	[ ]
6.	It is important to determine the context in which the Functional Learning Process takes place.	[ ]	[ ]
7.	The process is both a cause and an effect of learning.	[ ]	[ ]
8.	It is almost impossible to reactivate the Functional Learning Process.	[ ]	[ ]
9.	The success of the process depends on the degree to which the functional potentialities have been developed.	[ ]	[ ]
10.	The process is not self-regulating.	[ ]	[ ]
11.	The process transforms an implicit experience into an explicit one.	[ ]	[ ]
12.	The sequence of modes in the process can be changed.	[ ]	[ ]
13.	Each mode in the Functional Learning Process includes four competencies, some of which are optional.	[ ]	[ ]
14.	The modes in the process are distinct, successive, cumulative and concomitant.	[ ]	[ ]
15.	The sequence of modes in the Functional Learning Process is as follows: emotions, cognition, perception, actions.	[ ]	[ ]

16. Repetition is the main problem encountered in the second mode.	[ ]	[ ]
17. Reinforcement and punishment play a determining role in the process, particularly in the fourth mode.	[ ]	[ ]
18. The ability to evaluate comes into play in the fourth mode.	[ ]	[ ]
19. The exploration carried out in the fourth mode has no impact on the application of the process in future learning.	[ ]	[ ]
20. The ability to organize information comes into play in the second mode.	[ ]	[ ]
21. When the process is dysfunctional, it can be reestablished through education.	[ ]	[ ]
22. The transfer of learning represents the ultimate goal of the process.	[ ]	[ ]
23. The ability to be open to experience comes into play in the second mode.	[ ]	[ ]
24. Each mode includes four competencies that are prerequisites for learning.	[ ]	[ ]
25. The learning process has nothing to do with conditioning.	[ ]	[ ]
26. Each mode has a determining factor. The determining factors for the emotive, perceptual, cognitive and active modes are, respectively, motivation, attention, generalization and application.	[ ]	[ ]
27. The ability to reason comes into play in the first mode.	[ ]	[ ]
28. The process involves a transition from the explicit to the implicit.	[ ]	[ ]
29. The 16 competencies targeted in the Functional Learning Process are acquired by respondent conditioning [R-S] and operant conditioning [S-R], which are indissociable.	[ ]	[ ]
30. The process corresponds to the spontaneous development of personal experience, which is enhanced by an effort aimed at functional self-regulation.	[ ]	[ ]

6.2 MINI CASE STUDIES

Using Table 2 **(THE FUNCTIONAL LEARNING PROCESS: A SPIRAL)**, identify the competencies [1 to 16] that correspond to the following behaviours. Can anything be done to modify them?

1. Alain has great difficulty admitting his mistakes. He always says that they are someone else's fault. [ ]

2. Jennifer seems to know if the learning activities we put together for her respond to her needs. [ ]

3. Deborah can never come to a decision when it is her turn to plan an activity in her social circle. [ ]

4. Claudine always lets others take the initiative. [ ]

5. Esther is unable to write a report. [ ]

6. Evelyn is completely unable to say whether or not she is satisfied with the application of skills she has learned in workshops to situations of everyday life. [ ]

7. Jack takes no interest in the ideas that are suggested to him. [ ]

8. Jean has problems classifying objects, words and sounds. [ ]

9. Joe finds it extremely difficult to express himself. He can never seem to find the right words. [ ]

10. Julien has a lot of difficulty finding information and processing it. [ ]

11. Lise has absolutely no commitment to learning. [ ]

12. Luke feels completely helpless whenever he has to solve a written problem in mathematics. [ ]

13. Paulette has difficulty using certain established criteria to eliminate specific words or sounds. [ ]

14. Pierre is unable to form an opinion on almost anything. [ ]

15. Richard always has his head in the clouds. [ ]

16. Paul is afraid of making a mistake if he goes to the bank alone. [ ]

6.3 ASSOCIATIONS: BEHAVIOURAL INDICATORS AND COMPETENCIES RELATED TO THE FUNCTIONAL LEARNING PROCESS

The following behavioural indicators make it possible to observe the 16 competencies of the Functional Learning Process. Match each indicator with the appropriate competency.

1. Asks questions about the situation at hand. [ ]
2. Communicates his or her initial impressions of something that must be learned. [ ]
3. Makes a personal assessment of what has been gathered, selected and organized. [ ]
4. Makes a decision after looking at matters logically. [ ]
5. Compares results with the stated objective. [ ]
6. Gives up something he or she is doing and becomes interested in a suggestion made by someone else. [ ]
7. Obtains all documents pertaining to an issue that interests him or her.[ ]
8. Has no problems with oral expression. [ ]
9. Acts, even if some factors remain unknown. [ ]
10. Speaks on the suggested theme, relating a personal anecdote. [ ]
11. Eliminates irrelevant information. [ ]
12. Establishes relationships between events or ideas. [ ]
13. Proposes ideas, actions or situations. [ ]
14. Classifies information in accordance with certain criteria. [ ]
15. Uses arguments to make a point. [ ]
16. Accepts responsibility for the consequences of his or her actions. [ ]

6.4 ASSOCIATIONS: EXERCISES AND COMPETENCIES RELATED TO THE FUNCTIONAL LEARNING PROCESS

The following exercises make it possible to develop the 16 competencies of the Functional Learning Process. Match each exercise with the competency it facilitates. A number of match-ups will require extra care.

Note: The exercises constitute a form of training, and corrective measures should be applied throughout. Training, of course, requires repetition. NORMALLY, MANY EXERCISES ARE REQUIRED TO DEVELOP A COMPETENCY, AND THIS TAKES PLACE OVER A LONG TIME.

1. Suggest that the adults deal with a current issue. [ ]

2. Ask the adults to list three things they like and have them explain how they feel in the presence of these things. [ ]

3. After an agreement has been reached with respect to criteria, have the adults eliminate any superfluous information while taking these criteria into account. [ ]

4. Have the adults find adjectives that aptly describe specific people and things. [ ]

5. Have the adults choose between two or more objects or situations. [ ]

6. Ask the adults to list successes or failures which they attribute to themselves. [ ]

7. Have the adults go through a range of experiences, starting with the familiar and working gradually toward the unfamiliar and the unknown. Point out that the feelings which accompanied the experiences could not have been possible without openness to these experiences. [ ]

8. Have learners say what they hope to "get" from the learning in question (their first impression). [ ]

9. Have adults group objects (e.g., buttons) according to colour, size and shape. [ ]

10. Ask the adults to give a precise opinion on a current topic. [ ]

11. Give complex instructions and ask to have them carried out. [ ]

12. Have the adults relate how they carried out a personal project. [ ]

13. Have the adults look at a menu, recipe or set of instructions, and ask them to indicate what they have retained. [ ]

14. Give an order orally, in writing or by tape recorder, and ask that it be repeated exactly as given. [ ]

15. Have the adults solve a mystery and explain how they went about solving it. [ ]

16. Have the adults visualize situations that enable them to show initiative (how things could happen). [ ]

6.5 CORRECTION KEY

TEST ON THE FUNCTIONAL LEARNING PROCESS

1.T	2.F	3.F	4.T
5.T	6.T	7.T	8.F
9.T	10.F	11.T	12.F
13.F	14.T	15.F	16.T
17.T	18.T	19.F	20.T
21.T	22.T	23.F	24.T
25.F	26.T	27.F	28.F
29.F	30.T		

MINI CASE STUDIES

1. (15)	2. (4)	3. (12)	4. (14)
5. (8)	6. (16)	7. (2)	8. (7)
9. (9)	10. (5)	11. (3)	12. (11)
13. (6)	14. (10)	15. (1)	16. (13)

ASSOCIATIONS: BEHAVIOURAL INDICATORS AND COMPETENCIES

1. (1)	2. (4)	3. (8)	4. (12)
5. (16)	6. (2)	7. (5)	8. (9)
9. (13)	10. (3)	11. (6)	12. (10)
13.(14)	14. (7)	15. (11)	16. (15)

ASSOCIATIONS: EXERCISES AND COMPETENCIES

1. (1)	2. (3)	3. (6)	4. (9)
5. (12)	6. (15)	7. (2)	8. (4)
9. (7)	10. (10)	11. (13)	12. (16)
13. (5)	14. (8)	15. (11)	16. (14)

SECTION 7: DEVELOPING THE COMPETENCIES ASSOCIATED WITH THE FUNCTIONAL LEARNING PROCESS

NOTES

7.1 DATA COLLECTION

7.2 DIAGNOSIS

7.3 PLANNING A STRATEGY

7.4 IMPLEMENTING A STRATEGY

7.5 EVALUATION

This section constitutes an invitation to proceed to the fourth mode with its risks, initiatives, responsibilities and process of evaluation. To apply what one has learned without trying to manage and control everything. To dare, to take the kind of risks one expects of others.

There are three ways to develop the basic competencies.

First, learning activities are prepared that provide the adults with an opportunity to practice and develop the basic competencies. This is essential to empower the learners and is *A FUNDAMENTAL PART OF THE FUNCTIONAL LEARNING PROCESS.*

Second, the exercises in this guide reflect the two principles stated in the introduction, whereby exercises should be simple and quick to do. Coupled with this is the possibility of linking the exercises with the learning difficulties in question.

Third, when the usual intervention and the use of exercises do not produce the desired results, systematic measures can be taken. This section describes these measures.

It's your turn!

NOTES

1. In this guide, behavioural indicators and exercises have been given for each competency in the Functional Learning Process. Users of the guide are free to develop other behavioural indicators and exercises.

2. The choice of exercise depends on the following criteria:

   - the competency to be developed;
   - the state of the competency: maladaptive (insufficient) or deficient (non-existent);
   - the aptitudes and affinities of the person who intervenes;
   - the capacities and affinities of the adult;
   - the context. **Example:** If I ask the adults to give their opinions on a compromising subject, I may not get any response. As a result, I may come to believe that adults cannot learn to give an opinion on anything. However, were they to express an opinion on the topic I proposed, they might have compromised themselves. I had not identified this as a variable likely to cause problems. I must, therefore, be more circumspect, taking into consideration the lives of the adults with whom I am working.

3. An exercise initially designed to develop one competency may be reworked to develop others. **Example:** Exercise: E-5.5: "Have the adults collect objects (pencils, erasers, etc.)." One can then have them select certain pertinent objects and regroup and describe them.

4. Exercises make it possible to evaluate the **base level** of the competency. Learning corresponds to the divergence that exists between the base level and the level attained after the exercise.

5. The exercises constitute a fundamental strategy for educating adults. Designed to develop the competencies through the acquisition of knowledge (cognitive restructuring) and skills, they place people in situations that call upon them to exercise the competencies to be developed, and that make them aware of the conditions required to exercise these competencies in an effective and satisfying fashion.

6. The exercises are a form of training, and the appropriate corrective measures should be introduced as the activities proceed.

7. It is imperative that the objective be clear before an exercise is begun. Also, the adult must be convinced of the usefulness of the activity. Consensus is indispensable.

8. The exercises constitute learning contexts, means and opportunities that enable adults to "see things differently," to "become aware" of the ways in which they function, and to make the connection between the latter and what happens when they are in learning situations.

9. It is necessary, during and after the exercise, to discuss the learning experience: the difficult and the easy phases, the enjoyment and the apprehension felt, and what the participants learned about how they function in learning situations. **Example:** Is there a discrepancy between the actual and intended strategies? If so, why? One could also consider those factors of the **social and private environment** that have an impact on the learning strategies. (See *environment* in **Definitions.)** One has to gauge the impact of all this on the quality and degree of learning. The person who intervenes should always help the learners to:

   - see the connection between their particular learning problems and what they have learned about the way they function in learning situations;
   - become aware of what they do when they work on a competency;
   - become aware of any changes that occur, however slight;
   - recognize their share of responsibility for change;
   - relate this change to learning and how it has improved.

DEVELOPING THE COMPETENCIES ASSOCIATED WITH THE FUNCTIONAL LEARNING PROCESS

The type of intervention proposed in this guide is useful in cases where it is considered necessary to systematically develop the competencies of the Functional Learning Process. This intervention, which is usually carried out with adults, involves five steps: data collection, diagnosis, strategy and implementation, and evaluation of the intervention.

7.1 DATA COLLECTION

There are three main ways of collecting data: through interviews, through tests and through observation. Ideally, one should use all three, since they complement and enrich each other. Overall, the intervention gains in precision and quality.

The **interview** facilitates data collection through dialogue. In the interview, one asks questions, gives answers, requests clarification of various points, and takes note of any information given spontaneously. The interview also makes it possible to obtain an overview of the behaviour of the person being interviewed. Information gathered during the interview is useful in making diagnoses and in determining the behaviour that should be observed systematically.

The **test** makes it possible to collect data within a specific framework. It is an instrument designed in accordance with the variables to be measured. In the present context, the instrument used is the Functional Identity Test (Patry, 1989b), which provides information on the person's functional style and profile, as well as on the 16 basic competencies required for functional learning. (See Section 5.) According to this test, a competency is usually judged as follows: It is adaptive (A) if the person's score is 6 out of 8 or higher. It is maladaptive (M) if the score is less than 4 out of 8. It is deficient if the score is O out of 8.

Observation makes it possible to collect data based on the person's behaviour. Observation also serves as a way of validating the information gathered during the interview and the test. It is always necessary for a rigorous diagnosis. But observation does not mean sitting down, pen and paper in hand, and abandoning all other tasks. The type of observation we are referring to here requires, first and foremost, vigilance.

If one wishes to observe a person's behaviour, one must arrange the person's **social and private environment** in a way that makes it possible for the desired behaviour to emerge. For example, in order to observe the extent to which a person is open to new experiences, one suggests new experiences. This will take place during the first mode. Similarly, in order to observe a person's ability to gather information, one must put that person in a situation that requires him or her to perform this task. This will take place during the second mode. If one wishes to observe a person's ability to use a broad vocabulary, one places the person in a situation of communication. This will take place in the third mode. Finally, if one wants to verify a person's capacity for risk-taking, one must place that person in a situation where he or she will be called upon to take risks. This will take place during the fourth mode.

Once these tasks have been completed, refer to the behavioural indicators given for each competency in Section 2. These indicators make it possible to observe behaviours that reveal the presence of each competency. A competency is usually judged in the following ways provided that the environment was arranged in ways that should have led to its adoption: The competency is adaptive (A) if at least two of the listed behavioural indicators are observed. It is more or less adaptive or maladaptive (M) if only one of the listed behavioural indicators is observed. It is deficient (D) if none of the listed behavioural indicators is observed.

7.2 DIAGNOSIS

Making a diagnosis (from the Greek, *dia*, through, and *gnôstos*, what can be known or understood) in a learning situation consists in making observations on a person's behaviour, based on a certain number of behavioural indicators. It is a matter of "determining the presence or absence of skills deemed essential for embarking on learning...." (Legendre, 1988, Free translation). A good diagnosis should not be open to ambiguity or interpretation. It must be succinct and precise and be based on data collection, as defined above. Here, diagnosis consists in determining those competencies of the Functional Learning Process that are maladaptive or deficient.

7.3 PLANNING A STRATEGY

To plan a strategy [from the Greek, *stratos*, army, and *agô* to guide] - as in androgogy - is to give oneself a way of proceeding towards a precise goal. In our case, the precise goal is to develop the competencies of the Functional Learning Process. It should be noted that **work will be focused on one, and only one, competency at a time.** Consequently, one has to choose, from among the competencies deemed to be maladaptive or deficient, one that will be made into a priority, thereby becoming a **target behaviour**. When a number of competencies are equally weak, one begins with the competency that comes

closest to the beginning of the learning process (first mode, first competency...).

The strategy should determine who is doing what, as well as where, when, how and why. It is necessary to establish:

- who intervenes and with whom;
- what the person who is intervening will do. He or she will chose an exercise that is appropriate to the competency to be developed and will explain its purpose to the adult or adults concerned;
- what the client will do. He or she will do the exercise and repeat it at home, in accordance with instructions received;
- where the work will be done: in or outside the learning workshop;
- when the work will be done: time (morning, afternoon, evening); duration (five or ten minutes, or one or two hours, each day); frequency (once, twice or three times a week);
- how the work will proceed: individually or in a group; with the help of a given exercise selected from among the exercises suggested for each of the competencies, around a table, with pencil and paper, using creative techniques;
- why the work will be done in this way, as opposed to another (for example, by continuing to emphasize the acquisition of content without being concerned about the competencies that make it possible to assimilate that content).

Note: It is always a question of developing a competency in a person, and not in a group. That said, the exercise can, however, be done with an individual or a group, provided one does not lose sight of the fact that it is in the individual that the desired change will take place.

7.4 IMPLEMENTING A STRATEGY

Implementation consists in rigorously applying what was planned. It is important to keep to what was planned, so that it is possible to recognize the variables that contributed to the success or failure of the strategy.

The criteria of an effective and satisfactory implementation of the strategy are rigour, flexibility, firmness and tenacity.

7.5 EVALUATION

Evaluation consists in reviewing the steps involved in implementing the strategy and determining whether the desired goal was achieved. The goal is achieved if the learners' behaviour indicates that a competency that was previously maladaptive or deficient is now adaptive. (See the indicators for each competency in Section 1.)

After the evaluation, one has a choice of terminating the work or going on from there. In the latter case, one can focus on the same competency or on another one deemed to be maladaptive or deficient. Then it becomes a question of adjusting the strategy by using other exercises from among those suggested, or of creating new exercises that take account of the context.

SECTION 8: THE THEORETICAL AND EMPIRICAL BASES OF THE FUNCTIONAL LEARNING PROCESS

INTRODUCTION

8.1 THEORETICAL CONTEXT

8.2 SOCIAL OR PARADIGMATIC BEHAVIOURISM

8.3 JUSTIFICATION OF THE MODEL

8.3.1 RATIONALE FOR THE MODEL

8.3.2 SCHEMATIC PRESENTATION OF SEVERAL MODELS

I believe that the approach based on behaviour is essential to teaching and that teaching represents a crucial aspect of the learning process. It is a preliminary step toward autonomous learning.
Malcolm Knowles, in *Élan formateur*, Vol. 3, No. 1 (October 1989). An official publication of the Association des andragogues du Québec.

The neurological bases of the mechanisms involved in the behavioural approach have been, for the most part, demonstrated.
(Laborit, 1974, 1976, 1983)

By carrying out research on learning, one soon observes that there are just as many ways of describing the learning process as there are learning theorists; however, all are in agreement as to certain **KEY STEPS** found in all learning activities.
Gouvernement du Québec, 1988.

INTRODUCTION

This section presents the Functional Learning Process as a preferred means or instrument of learning, one that aims to take account of a great number of phenomena using a limited number of concepts (scientific criteria).

The process, as it is currently articulated, has theoretical antecedents. However, its sources of inspiration do not stop there. The description of the process grows out of the analysis of numerous data gathered in the field, in the course of many experiments.

8.1 THEORETICAL CONTEXT

The psychology of learning proposes three explanatory models, which are in turn based on three main currents in psychology: behaviourism, cognitivism and mentalism.

The behavioural approach is mirrored in the models of respondent and operant conditioning, while the cognitive approach is reflected in data processing and cognitive and social learning models, as well as in Piaget's interactionism-constructivism. Finally, corresponding to the mentalist approach are analytic, gestalt and nondirective humanist models.

The main source of inspiration for the Functional Learning Process goes back to Garneau and Larivey (1983) and Kolb (1976). However, its affinity with the thought of Staats (1975) is what ensures its unity (Patry, 1989b).

8.2 SOCIAL OR PARADIGMATIC BEHAVIOURISM

The social or paradigmatic behaviourism of Arthur Staats is an admirable attempt to unify the models listed directly above.

Staats advances a theory of human behaviour (of learning) that comprises five interrelated cumulative-hierarchical levels: fundamental principles of learning, principles of human learning, personality as cause and effect of learning, social interaction and maladaptive behaviour. He presents personality (third level) as being composed of fundamental sets or repertoires of behaviours that have been learned in a cumulative, hierarchical and complex manner through respondent and operant conditioning. He refers to these as his emotional-motivational, language-cognitive and sensorimotor systems, the components of which are acquired over the course of the individual's interaction with the environment. These personality systems are at once a cause and an effect of learning, and therefore possess the characteristics of independent and dependent variables (respectively, causes and effects).

Staats' model proposes, therefore, scientific explanations for several phenomena - subjectivity, emotion, motivation, personal philosophy, self image, creativity, liberty, responsibility- that have so far been ignored by behaviourism.

Note: Staats took a strong interest in the behaviours involved in reading, writing and performing calculations, in other words, in operations that require uninterrupted **attention** (second mode of the Functional Learning Process). For Staats, reading, writing and performing calculations are learned in a cumulative and hierarchical manner. Language acquisition, which he sees as more or less synonymous with cognition, is understood to be a prerequisite for the other behaviours.

8.3 JUSTIFICATION OF THE MODEL

8.3.1 Rationale for the Model

Four reasons justify the choice of the Functional Learning Process as a learning model.

- The Functional Learning Process takes account of the fundamental aspects of personality (i.e., the emotive, perceptual, cognitive and active aspects) by describing them as modes of interaction with the environment or as fundamental sets of learned behaviour. Here, one is dealing with functional learning (See *functional learning* in **Definitions**.)

  An interesting analogy can be made between the functional modes of the process and Staats's basic repertoires: the emotional-motivational (mode of emotion), the language-cognitive (modes of perception and cognition), and the sensorimotor (mode of action).

- The Functional Learning Process - understood in the context of education - is a practical application of the famous principle formulated by Skinner (1968) and adopted by researchers and practitioners of various persuasions, namely, that one must **learn how to learn.** The process places emphasis on interactive modes and on those competencies that are BASIC TO learning.

- The Functional Learning Process takes account of major studies of learning (see Bibliography) and is, in this respect, a unifying process. An analogy may be drawn between the four modes of the process and the four characteristics of adult learners that have been brought to light by andragogical research: motivation, perception of time and events, the concept of self, and experience.

- Finally, the Functional Learning Process works well with the learning process set out in the adult education professional development plan. This plan, prepared by the Direction générale de l'éducation des adultes (DGEA), is titled *S'entraîner à former des adultes*. The process is also in line with the customized learning approach favoured by the MEQ in its *Guide to Customized Literacy Training*.

  IT SHOULD BE NOTED THAT THE FUNCTIONAL LEARNING PROCESS WAS DEVELOPED SOME 12 YEARS AGO. IT HAS CONTINUED TO EVOLVE SINCE THAT TIME, LARGELY IN LITERACY TRAINING WORKSHOPS.

8.3.2 Schematic Presentation of Several Models

The pages that follow give a number of different models. Comparisons can be made between the KEY STEPS in learning set out in the various models, and between the various models and the Functional Learning Process.

- **Model Presented in *A Guide to Customized Literacy Training*, Québec: Gouvernement du Québec, 1991.**

The Functional Learning Process: Its Four Modes and Their Determining Factors		
First Mode: emotion	feeling	MOTIVATION
Second Mode: perception	exploring	ATTENTION
Third Mode: cognition	understanding	GENERALIZATION
Fourth Mode: action	doing	APPLICATION

- **Model Presented in *S'entraîner à former des adultes*, Québec: Gouvernement du Québec, 1988. (A professional development kit for adult educators)**

BRUNDAGE AND MACKERACHER AND THE MAJOR STEPS OF THE LEARNING PROCESS
The learner receives information in a structured or non-structured form from the **social and private environment** (See *environment* in **Definitions**.)
This information is analyzed for meaning and values that will help to guide and orient future action. The analysis makes use of mental processes that require the comparison, processing and restructuring of the information received.
In the light of the analysis, the learner decides whether or not to react to the information received.
The learner makes use of the information received, or observes a situation in which this information is applied. This is a situation that requires the help of other human or material resources.
Feedback or new information.

STAATS AND THE FIVE LEVELS OF THEORY AND, MORE PARTICULARLY, THE PERSONALITY SYSTEMS (BEHAVIOURAL REPERTOIRES), 1975
The emotional-motivational personality system
The language-cognitive personality system
The sensorimotor personality system

DAVID KOLB AND EXPERIENTIAL LEARNING, 1976
Concrete experience
Reflective observation
Abstract conceptualization
Active experimentation

BOUCHER AND AVARD, 1984
The reception of information
The organization of information
The assimilation of information
The transmission of information

GAGNÉ AND THE PHASES OF LEARNING, 1976	
Phases ^	
Motivation ^	Expectancy
Apprehension ^	Attention and selective perception
Acquisition ^	Encoding
Retention ^	Storage
Recall ^	Location and retrieval
Generalization ^	Transfer
Performance ^	Response
Feedback ^	Reinforcement

BRIEN AND THE PROCESS OF COMPETENCY ACQUISITION
Motivation
Learning (encoding of declarative knowledge ("knowledge") and procedural knowledge ("skills"). One could add: the encoding of the conditional knowledge referred to in strategic instruction. This knowledge is responsible for the transfer of learning (Tardif, 1992)
Field testing

THE PROBLEM-SOLVING PROCESS
Identification of the problem
Data collection
Hypothetical solutions
Verification-experimentation

THE EXPERIMENTAL PROCESS IN THE SCIENTIFIC METHOD
"Intuition"
Observation
Hypotheses
Experimentation

- **other concepts of learning**

CONDITIONING: Stimulus-response-stimulus-Response-effect
ILLUMINATION (insight): Sudden understanding. Abrupt reorganization of the cognitive structure
CREATIVITY: Divergent thinking: a new response, representing a departure from responses that are already a part of the range or stock of existing responses.
and: Discovery, trial and error, intuition....

TABLE 7
WAYS OF INCREASING THE EFFECTIVENESS OF THE FUNCTIONAL LEARNING PROCESS AND EACH OF ITS MODES

FEELING	EXPLORING	UNDERSTANDING	DOING
• The exercises for the first mode contained in this guide	• The exercises for the second mode contained in this guide	• The exercises for the third mode contained in this guide	• The exercises for the fourth mode contained in this guide
• Venting (uninterrupted expression of one's feelings for a few minutes)	• The meta-cognitive approach (awareness of one's cognitive strategies and the variables that influence their effectiveness; self-regulation as cause and effect of language)	• The meta-cognitive approach (awareness of one's cognitive strategies and the variables that influence their effectiveness; self-regulation as cause and effect of language)	• Social skills training programs (self-assertion rather than submission, manipulation or aggression)
• Focusing (on an emotion, an impression)	• Fulfilment of intellectual potential	• Fulfilment of intellectual potential	• "Social modelling" (learning through observation)
• Breathing • Desensitization • Visualization • Reformulation • Active listening • Other	• The cognitive training program "RÉÉDUC" (computerized exercises) • Other	• The cognitive training program "RÉÉDUC" (computerized exercises) • Other	• Densitization • Visualization • Reinforcement • Other

Reminder: The Functional Learning Process is both a **cause** and an **effect** of learning. Thus it constitutes an **open** information-processing system, a "functional unit" (Nuttin, 1985) in which **any modification of a part produces changes in all the others.** (See Section 1, 1.6.)

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Appendix

CARRYING OUT LEARNING ACTIVITIES ACCORDING TO THE FUNCTIONAL LEARNING PROCESS

Using the Functional Learning Process to teach the Functional Learning Process

INTRODUCTION

Like Section 7, this appendix is an invitation to move into the fourth mode with all its risks, initiatives, responsibilities and evaluation. This means applying what one has learned without expecting to master or control everything. It means being daring and taking risks, in the same way that we ask others to do the same.

The activity suggested here is meant to **equip adults to carry out the Functional Learning Process**. This process comprises two steps:

- First, through the present learning activity, which takes place at the beginning of the session, once a relationship of trust has been established between the educator and the group. This activity consists in **using the Functional Learning Process to teach the Functional Learning Process**. This is done systematically, by examining the basic aspects of the process itself. This activity may take from six to twelve hours.

- Second, during numerous learning activities - themes/subjects - carried out during the session. These activities consist in **using the Functional Learning Process to teach subjects and themes**, making those involved aware of the process and frequently reviewing what was learned about the process at the beginning of the session. The principle of repetition, so essential to learning, is therefore applied.

Links to the adults' prior learning experiences can be made during the explanation of each mode. Then, at the end of each mode, the adults can be asked to describe one of their learning experiences and to compare it with what might have happened if the process had been used in a more functional manner. Comparing what happened with what might have happened makes it possible to understand and improve on the functional learning process.

The best way to teach the Functional Learning Process is to use the prior learning experiences of the adults themselves. For example, their experience of going back to school; their way of learning many new things (now and in the past); how they act when they want to buy something; the procedure they adopt when carrying out a project or solving a problem; the way they proceed when learning the Functional Learning Process (observing themselves in learning situations).

The following tools may prove helpful when carrying out the learning activity:

- this document (The Functional Learning Process);
- a fifth group of texts published in January 1993 under the title, *L'apprentissage*.
- the video produced by CAPAV for the Ministère de l'Éducation du Québec (September 1993).

Of course, the skills an educator needs to carry out the present learning activity could be developed through initial training and ongoing professional development.

Readers will find, at the end of this appendix, a grid that can be used to review the steps involved in the learning activity.

Developing learning strategies (learning how to learn),
is just as important as acquiring knowledge (if not more so).

The Functional Learning Process is like an item
of clothing that can be adjusted to suit the person.

**USING THE FUNCTIONAL LEARNING PROCESS
TO TEACH SUBJECTS AND THEMES**

(See tables 3 and 4)

THEME OF THE LEARNING ACTIVITY:

THE FUNCTIONAL LEARNING PROCESS (FLP)

(Using the Functional Learning Process to teach the Functional Learning Process)

FIRST MODE: FEELING

(To take into account the characteristics of this mode, the main problem, the basic competencies and the overriding competency.)

- When preparing the learning activity, I foster **motivation** by placing the adults in situations in which they can **use and develop the four basic competencies** of the first mode. THIS APPROACH IS ESSENTIAL TO THEIR EDUCATION AND IS IN KEEPING WITH THE FUNCTIONAL LEARNING PROCESS.

- The approach and examples suggested for this mode provide opportunities to learn about the reading, writing, speaking and listening, (while taking into account the adults' abilities.

◊◊◊◊◊◊◊◊

Don't forget to draw parallels with the adults' prior learning experiences.

- First of all, I introduce the theme of the learning activity: "the Functional Learning Process," which teaches us a satisfying and effective way of learning. I tell the adults that we will start with this theme because it will foster learning. I add that we will be using the Functional Learning Process to help us learn.

- Then, I convey the following information in my own words.

  →This process, which involves four steps or modes, describes the functioning of a person who is learning in an **effective** and **satisfying** manner.

  →This process of learning is itself learned, through conditioning.

  →The success of the process depends on the extent to which the person's potential has been developed through prior learning.

  →The process may be improved by empowering the adults. Empowering people means helping them to learn and, **at the same time**, helping them learn how to learn.

- I explain how it can be advantageous to know how to learn more easily. For this reason, the theme ("The Functional Learning Process") is dealt with at the beginning of the training process. **I emphasize the fact that our success and failure will depend on the relatively smooth functioning of the process.**

- I stress how important it is to be attentive when beginning a new process of learning. I also determine the extent to which the adults are attentive.

Example

- What is the most important thing for you at this moment?"
(attentiveness)

- I check the adults' **reaction** to the theme of the learning activity.

Examples

- Are you interested in knowing how you learn?" **(openness)**
- What do you feel when you hear people talking about learning?" **(emotional involvement)**

Note

I can write the adults' answers on the blackboard. These answers can then be compared with those that will be given in the fourth mode. In this way, one can check to see whether a change has taken place and, if so, why.

- What can you get out of understanding your learning process?"
(Intuition-first impression).
- I play down the situation without, however, making it seem unimportant. I act in a reassuring manner.
- I tell the adults that we have just gone through Step 1, or the first mode, of the Functional Learning Process. I also point out that we have taken the time to say how we feel about learning, and that we have paid attention to our emotions and motivation.

SECOND MODE: EXPLORING

(To take into account the characteristics of this mode, the main problem, the basic competencies and the overriding competency.)

- When preparing the learning activity, I foster **attentiveness** by placing the adults in situations in which they can **use and develop the four basic competencies** of the second mode. THIS APPROACH IS ESSENTIAL TO THEIR EDUCATION AND IS IN KEEPING WITH THE FUNCTIONAL LEARNING PROCESS.

- The approach and examples suggested for this mode provide opportunities to learn about the reading, writing, speaking and listening, (while taking into account the adults' abilities).

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- I tell the adults that we are beginning the second mode of the Functional Learning Process, which grants a special place to perceptions (our five senses). I tell them that we are going to explore our theme while learning to read and write and that there are two ways of doing this: passive exploration while I am teaching, and active exploration when they form small groups to consult documents and perform other learning-related tasks.

➢ **Passive exploration**: I announce that we will begin to explore our theme, "The Functional Learning Process." I give a presentation on the process, giving examples of it at work. **(information gathering)**

Note: I reassure the adults. For example, I might say something like this: "I began talking to you about the Functional Learning Process. Now we are going to explore it in greater depth. I will be covering a lot of ground. However, don't worry, since we will often come back to the points covered."

1. First, I teach the adults that learning is the result of interaction between a person and his or her social and private environment (See *environment* in **Some Definitions.)** I say that, to learn more easily, one must take into account the four most important aspects or modes of our personality: our sensations-emotions, our perceptions (five senses), our cognition (reasoning, ideas) and our actions. These four modes are successive and possess the following **characteristics**: we feel, explore, understand and act. These yield: feeling, exploration, understanding and action. After the action phase, the process begins again in a more or less effective and satisfying manner, depending on whether things went well or poorly previously.

2. Then, I teach the adults that, with each mode, there is a **problem** to be eliminated. In the first mode there is a tendency toward avoidance, rather than an attitude of openness to new experiences. In the second mode, people tend to favour repetition over the exploration of new things. In the third mode, they generally prefer to rationalize and justify themselves, instead of understanding. In the fourth mode, finally, there is a tendency to act in a compensatory manner, instead of acting to change one's living conditions.

3. I teach the adults that each mode comprises **four basic competencies**. In the first mode, this means being able to live in the present, being open to the learning experience, getting involved emotionally and trusting my intuition. In the second mode, it means being able to gather, select, organize and describe information. In the third mode, it means being able to use words and concepts, make judgments, reason, make decisions and plan. In the fourth mode, it means being able to take risks, show initiative, take responsibilities and evaluate my effectiveness and satisfaction.

4. Finally, I teach the adults that each mode involves an **overriding** and basic competency. In the first mode, it is motivation (the desire to learn). In the second mode, it is attention (an interest in what is happening). In the third mode, it is generalization (the discovery that what I am learning can be useful in my daily life). In the fourth mode, it is application (a change in my living conditions through the use of what I have learned in daily life).

➢ **Active exploration**: I could make an exploration chart. Following passive exploration, the adults spontaneously express the ideas that come to them when they talk about the Functional Learning Process. I write down what they say on the blackboard (**information gathering**). Then, working together, we **select** relevant ideas and **group** them into the following categories: "affective," "perceptive" (five senses), "cognitive" and "active." Finally, we **describe** the information we have.

Secondly, I hand out Table 1, "The Functional Learning Process: A System," which is included in the present document. I ask the adults to explore (individually or in small or large groups) the table in the following way.

1. Collection

- Closely examine Table 1, "The Functional Learning Process: A System."
- Gather as much information as possible, in columns [box by box] or lines [box by box].

2. Selection

- Which items of information pertain to the characteristics in each mode?
- Which items of information pertain to the main problem in each mode?
- Which items of information pertain to the basic competencies in each mode?
- Which items of information pertain to the overriding competency in each mode?

3. Organization

- Make a table with four columns and write the following words in the appropriate columns.
  - act, explore, feel, understand;
  - repeat, compensate, avoid, rationalize;
  - risks, intuition, reasoning, collection;
  - motivation, application, attention, generalization.

4. Description

- Now, give a precise description of the content of your table. You may do so by drawing the table on the blackboard and speaking to the group.

THIRD MODE: UNDERSTANDING

(To take into account the characteristics of this mode, the main problem, the basic competencies and the overriding competency.)

- When preparing the learning activity, I foster **generalization** by placing the adults in situations in which they can **use and develop the four basic competencies** of the third mode. THIS APPROACH IS ESSENTIAL TO THEIR EDUCATION AND IS IN KEEPING WITH THE FUNCTIONAL LEARNING PROCESS.

- The approach and examples suggested for this mode provide opportunities to learn about the reading, writing, speaking and listening, (while taking into account the adults' abilities).

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- I tell the adults that we are beginning the third mode of the Functional Learning Process, which grants a special place to cognition (reasoning, ideas).

- I foster understanding and verify using questions, discussions and exercises. I could ask questions or lead discussions. I could also hand out questions in writing and ask the adults to select from among a list of possible answers.
- **(concepts, judgment, reasoning)**

- **Examples**

What is the name of the learning process we have studied? How many modes does it have? What names do we give to the four modes? What problem must be overcome in each mode? Is it important to overcome these problems? Why? How many competencies are there in each mode? Can you say what they are? How many competencies is this in all? What is the overriding competency in each mode? Why do we talk about overriding competencies? Why is it important that we understand the process by which we learn? What do the arrows in Table 1 represent? In which daily life situations can you use what you have learned about the Functional Learning Process?

- I prepare the adults for the transition to the fourth mode. Once again, I say how important it is for them to act, to **apply** what they have learned (transfer of learning) if they want to change their daily lives.

- I tell the adults that the application of new learning will take place in the workshop (the class). Thus, with my help, they will be able to test what they have learned about the functional learning process and see that they can change things.

- I suggest to the adults that, to apply what they have learned, they could invite someone to the workshop and talk to that person about the Functional Learning Process. In this way, they will be required to apply their knowledge of the process and practise using it.

- Once the **decision** has been made, I help the students to plan to apply what they have learned, in other words, to move toward the transfer of learning.

Examples

Who are you going to invite? When do you plan to receive your guest? Who will do what? In other words, who will send out the invitation, who will do the presentation? What are you going to say to your guest? How will you proceed? Do you plan to transfer the process to this person? Will you give a demonstration? What can you do to find out if the person has correctly understood what you told him or her? How much time will the activity take?
(decision)

Note

The transfer of learning, which takes place in the workshop or centre, enables the educator to observe the transfer and to provide the necessary support and feedback.

FOURTH MODE: DOING

(To take into account the characteristics of this mode, the main problem, the basic competencies and the overriding competency.)

- When preparing the learning activity, I foster **application** by placing the adults in situations in which they can **use and develop the four basic competencies** of the fourth mode. THIS APPROACH IS ESSENTIAL TO THEIR EDUCATION AND IS IN KEEPING WITH THE FUNCTIONAL LEARNING PROCESS.

- The approach and examples suggested for this mode provide opportunities to learn about the reading, writing, speaking and listening, (while taking into account the adults' abilities).

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- Before their guest arrives, I tell the adults that we are beginning the fourth mode of the functional learning process, which grants a special place to doing, or action.

- I review with the adults the role of each and every one of them. If necessary, I play down the situation without, however, making it seem unimportant. **(risks, initiative)**

- Once the person has arrived, I provide support throughout the activity by making adjustments as needed, and through expressions of approval, smiles and congratulations (reinforcement).

- Once the guest has left, I help the adults to evaluate the functional learning process as a whole. I go over with them what we have done in each mode, and together we make adjustments to the activities in each.

Examples for the various modes:

First mode: "In the first mode (at the start of the learning activity), did you truly become involved in exploring the theme ("My functional learning process")."

Second mode: "Did you take part in active and passive exploration in the second mode?"

Third mode: "Did you do the comprehension exercises in the third mode, and did you help plan the transfer of learning?"

Fourth mode: "Have you applied some of what you learned about the functional learning process?"

- Are there any indications that your guest understood what you said about the functional learning process?"

- Do you think that you have been effective?"
- Are you satisfied with what you have done?"

The effectiveness of the functional learning process, and the satisfaction experienced at the end of it, are directly related to the smooth operation of the process.

- How are you going to pursue your exploration of the functional learning process?"
- In what other situations will you apply the knowledge and skills you acquired in relation to the functional learning process?"
- What do you feel when you hear people talk about learning?"
- I remind the adults of the answers they gave at the start of the learning activity. We compare the answers and try to account for the difference or lack of difference between them? (**responsibilities, evaluation**)
- I begin the transition to a new mode of implementing the functional learning process. The new mode will depend on the way the process worked previously.

THE LEARNING ACTIVITY USING THE FUNCTIONAL LEARNING PROCESS TO TEACH THE FUNCTIONAL LEARNING PROCESS

Name of the educator Date
Brief description of the group
Duration of the activity (in hours) and when it took place (day or evening)
First mode Easy aspects Difficult aspects
Second mode Easy aspects Difficult aspects

Third mode

Easy aspects

Difficult aspects

Fourth mode

Easy aspects

Difficult aspects

General comments:

SUPPLEMENT

EXAMPLES OF BEHAVIOURAL INDICATORS THAT CAN BE USED TO OBSERVE THE 16 BASIC COMPETENCIES OF THE FUNCTIONAL LEARNING PROCESS

See Section 2 and Section 7.

FIRST MODE

FIRST COMPETENCY

TO BE ABLE TO LIVE IN THE PRESENT, that is, to be available, and to find in the present instant enough **pleasure** (reinforcement) to live it fully.

Behavioural indicators for observing this competency. The person:

I-1.1 asks questions about his or her present situation [ ].
I-2.1 talks of things taking place in the present [ ].
I-3.1 says that he or she is interested in what is happening (whether spontaneously, or in response to a question) [ ].
I-4.1 eagerly takes on the task at hand [ ].

SECOND COMPETENCY

TO BE ABLE TO BE OPEN TO EXPERIENCE, that is, to be receptive in such a way that all events, whether they are inner experiences or stem from the environment, are treated as worthy of consideration.

Behavioural indicators for observing this competency. The person:

I-1.1 says that he or she is interested in what is happening (whether spontaneously, or in response to a question) [ ].
I-2.1 abandons a task in order to pursue what is proposed [ ].
I-3.1 suggests improvements in what is proposed [ ].
I-4.1 asks for other suggestions [ ].

THIRD COMPETENCY

TO BE ABLE TO BECOME EMOTIONALLY INVOLVED, that is, to be able to come to terms with the emotional repercussions of an event (the experience of it) by allowing oneself to be affected by it, by experiencing the sensations, feelings and emotions it produces.

Behavioural indicators for observing this competency. The person:

I-1.3 talks about the suggested theme by relating a personal experience [ ].
I-2.3 relates how this experience affected him/her emotionally [ ].
I-3.3 interacts with another person who relates a personal experience that affected him or her emotionally [ ].
I-4.3 communicates his or her emotions by means of laughter, tears and anger [ ].

FOURTH COMPETENCY

TO BE ABLE TO TRUST ONE'S IMPRESSIONS, that is, to be able, when faced with some event, to have confidence in what one instinctively senses, recognizes and grasps.

Behavioural indicators for observing this competency. The person:

I-1.4 expresses his or her interest by means of an exclamation [ ].
I-2.4 agrees to work with the suggested theme without knowing all of the consequences [ ].
I-3.4 correctly reformulates the overall theme [ ].
I-4.4 conveys his or her initial impressions of the new learning experience [ ].

SECOND MODE

FIFTH COMPETENCY

TO BE ABLE TO GATHER INFORMATION THOROUGHLY AND ADEQUATELY, that is, to be able to organize oneself in order to obtain information pertaining to a specific situation (without being subjected to discrimination or censure).

Behavioural indicators for observing this competency. The person:

I-1.5 looks for places where pertinent documentation is likely to be found [ ].
I-2.5 obtains all accessible documents pertaining to his or her topic of interest [ ].
I-3.5 obtains information by asking questions [ ].
I-4.5 uses instruments designed to facilitate information gathering: dictionaries, tape recorders, videos, library catalogues, book indexes, etc. [ ].
I-5.5 observes situations likely to provide information on his or her topic of interest [ ].
I-6.5 writes down his or her observations [ ].

SIXTH COMPETENCY

TO BE ABLE TO SELECT RELEVANT INFORMATION, in other words, to be able to refine their initial overall perceptions by determining, from among all the information gathered, that which is best suited to the goals they are pursuing.

Behavioural indicators for observing this competency. The person:

I-1.6 reviews all of the information that has been gathered [ ].
I-2.6 reformulates his or her goals [ ].
I-3.6 verifies whether each item of information is correct [ ].
I-4.6 eliminates irrelevant information [ ].

SEVENTH COMPETENCY

TO BE ABLE TO ORGANIZE THE INFORMATION SELECTED, that is, to be capable of organizing it into a unified and coherent whole by means of comparison and by establishing classifications and categories.

Behavioural indicators for observing this competency. The person:

I-1.7 examines the information [ ].
I-2.7 compares the information in order to bring out the similarities and differences [ ].
I-3.7 determines the classification criteria on the basis of his or her observations [ ].
I-4.7 classifies the information using the classification criteria [ ].

EIGHTH COMPETENCY

TO BE ABLE TO DESCRIBE THE RESULTS OF THE EXPLORATION, that is, to be able to give the results of the information gathering process and, when necessary, to explain them clearly.

Behavioural indicators for observing this competency. The person:

I-1.8 draws up an individual report on the gathering, selection and organization of information [ ].
I-2.8 presents his or her report orally [ ].
I-3.8 presents the report in writing, using diagrams, tables, etc. [ ].
I.4.8 answers questions aimed at clarifying points in the report. [ ].

THIRD MODE

NINTH COMPETENCY

TO BE ABLE TO CONCEPTUALIZE AND MAKE STATEMENTS, that is, to acquire and use the concepts and words required for communicating personal ideas related to events.

Behavioural indicators for observing this competency. The person:

I-1.9 finds it easy to communicate orally [ ].
I-2.9 uses a precise vocabulary [ ].
I-3.9 uses synonyms [ ].
I-4.9 explains concepts using his or her own words [ ].
I-5.9 assigns the correct names to persons, things and situations [ ].
I-6.9 expresses his or her ideas clearly in writing [ ].

TENTH COMPETENCY

TO BE ABLE TO MAKE JUDGMENTS, that is, to be able to affirm the existence or absence of a relationship between feelings, ideas, situations, or objects (faculty of reason).

Behavioural indicators for observing this competency. The person:

I-1.10 makes statements about situations he or she experienced [ ].
I-2.10 establishes a relationship between events or ideas [ ].
I-3.10 gives his or her opinion [ ].
I.4.10 expresses criticism. [ ].

ELEVENTH COMPETENCY

TO BE ABLE TO REASON LOGICALLY, that is, to be able, on the basis of two or more given judgments and a line of argument, to arrive at another equally logical conclusion.

Behavioural indicators for observing this competency. The person:

I-1.11 draws conclusions from his or her judgments [ ].
I-2.11 uses arguments to demonstrate something [ ].
I-3.11 goes from the particular to the general (induction) [ ].
I.4.11 goes from the general to the particular (deduction) [ ].

TWELFTH COMPETENCY

I-5.11 establishes analogies to illustrate an idea [ ].TO BE ABLE TO MAKE DECISIONS, that is, to be able to make choices, to integrate them into their cognitive structure, and to plan the steps to be taken to ensure that the decisions that stem from the choices they have made are applied.

Behavioural indicators for observing this competency. The person:

I-1.12 makes choices [ ].
I-2.12 takes personal values into consideration when making decisions [ ].
I-3.12 makes a decision after taking a reasonable amount of time to consider the options [ ].
I-4.12 adheres to the decision [ ].
I-5.12 determines where, when and how to act (plans) [ ].

FOURTH MODE

THIRTEENTH COMPETENCY

TO BE ABLE TO TAKE RISKS, that is, to be daring and able to take chances, in the knowledge that this may have unpleasant consequences.

Behavioural indicators for observing this competency. The person:

I-1.13 acts despite obvious signs of discomfort with the risk involved (e.g., nervous laughter, irregular breathing, exaggerated gestures) [ ].
I-2.13 acts in full awareness that his or her actions may have unpleasant consequences [ ].
I-3.13 acts, even if he or she does not have all the facts [ ].
I-4.13 takes a position in a group, even if he or she is the only one to do so [ ].
I-5.13 defends an unpopular point of view [ ].
I-6.13 dares to call established situations into question [ ].

FOURTEENTH COMPETENCY

TO BE ABLE TO SHOW INITIATIVE, that is, to be capable of being assertive by making suggestions and taking the steps necessary to carry them out.

Behavioural indicators for observing this competency. The person:

I-1.14 suggests ideas, actions and situations [ ].
I-2.14 is proactive [ ].
I-3.14 suggests changes [ ].
I-4.14 contributes to the life of the group through his or her actions [ ].
I-5.14 spontaneously recounts situations in which he or she had to take the initiative [ ].

FIFTEENTH COMPETENCY

TO BE ABLE TO ASSUME RESPONSIBILITY, that is, to be accountable for the behaviour they have adopted and to assume the consequences for their actions without, however, feeling guilty.

Behavioural indicators for observing this competency. The person:

I-1.15 assumes responsibility for his or her actions [ ].
I-2.15 accepts the consequences of his or her actions [ ].
I-3.15 recognizes his or her share of responsibility subsequent to involvement in a situation [ ].
I-4.15 reaffirms his or her role in an event, regardless of whether the consequences of this event are positive or negative [ ].
I-5.15 expresses his or her sense of responsibility without feeling guilty [ ].

SIXTEENTH COMPETENCY

TO BE ABLE TO EVALUATE, in other words, to be able to gauge the effectiveness of their actions and their degree of satisfaction by examining the effect of their behaviour on themselves and their environment.

Behavioural indicators for observing this competency. The person:

I-1.16 illustrates, using concrete examples, ways in which his or her actions have been effective [ ].
I-2.16 expresses, in concrete terms, how his or her actions are satisfying [ ].
I-3.16 compares the goal of his or her actions with the results [ ].
I-4.16 discovers the effect of his or her behaviour on the environment [ ].
I-5.16 identifies ways in which his or her behaviour affects himself or herself [ ].
I-6.16 demonstrates that, in a given situation, he or she was able to use the competencies that were required [ ].